DOCUMENT RESUME

ED 025 578

UD 007 677

By- McNamara, Robert J.
The Neighborhood Youth Corps' In-School Enrollee, 1966-67: An Evaluative Report. Part II.
Chicago Univ., Ill. National Opinion Research Center.
Spons Agency- Department of Labor, Washington, D.C.
Pub Date Mar 68
Note- 193p.
EDRS Price MF-$0.75 HC-$9.75
Descriptors- Attendance, Comparative Analysis, *Disadvantaged Youth, *Federal Programs, Grade Point Average, Guidance Counseling, High School Students, National Programs, Occupational Mobility, Questionnaires, Statistical Data, *Student Adjustment, *Student Attitudes, Student Characteristics, Tables (Data), *Work Study Programs
Identifiers- Neighborhood Youth Corps, NYC

Factors such as jobs, counseling, family backgrounds and relationships, adult associations, school personnel influence, and general poverty characteristics were analyzed within the Neighborhood Youth Corps (NYC) and comparative groups of youths. Focus was placed on how these elements influenced their adjustment to self and school. Although 847 of both groups indicated graduation as their goal, the Neighborhood Youth Corps enrollees showed better attendance and greater responsiveness to counseling. However, there was little disparity in their study habits and subject interest. Also, in the area of general orientation towards school, there was no strong statistical difference between Neighborhood Youth Corps members and their fellow students. Similarly, the occupational goals of both groups were virtually identical. Despite careful reservations, however, the overall conclusion of the authors was that the Neighborhood Youth Corps appears to be improving the lot and attitudes of our nation's improverished youth as they go through high school. This is because of the in-built features of the program: work experience, direct contact with supervisors, increased self-respect, and alleviation of poverty. For part I of the evaluation report, see UD007676. (RB)

THE NEIGHBORHOOD YOUTH CORPS
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AN EVALUATIVE REPORT (PART II)
By Robert J. McNamara
National Opinion Research Center
University of Chicago
March, 1968

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THE NEIGHBORHOOD YOUTH CORPS' IN-SCHOOL ENROLLEE, 1966-67: AN EVALUATIVE REPORT

(PART II)

by

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(with the assistance of James O'Brien
and Michael Mincieli)

ED025578

UD 007 677

Under U.S. Department of Labor
Contract Number 66-00-10

National Opinion Research Center
University of Chicago
March 1968

ED025578

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CHAPTER V

THE HIGH SCHOOL EXPERIENCE

In Part I, Chapter III of this report we used the Index of Job Satisfaction as an analytic device to isolate factors accociated with the enrollee's general feelings, positive or negative, toward his NYC work. In this chapter we are investigating two other general orientations of the enrollee: How he sees himself in relation to school goals and whether he perceives the relationship between school goals and his future occupational career. This approach will allow us to discover whether or not successful adjustment to the high school situation is important for job satisfaction, and vice-versa. To provide measures of these two orientations, we have again adapted two indices from Johnstone-Rivera: The "Index of High School Adjustment" and the "Index of Practicalism."* Our procedure will be that used in Chapter III: explain each index, validate it, and then use it as a tool for analysis.

Because the data which are to be analyzed in the present chapter deal with the high school experience, we shall be comparing the NYC enrollees with the youngsters in the comparative group as often as possible. As noted elsewhere in this report (cf. Part I, Appendix A), the comparative group is composed of 1,143 high school students drawn from the same schools as were the NYC enrollees; the proportions in each group as regards age, sex, race and year-in high school are almost identical. Because we are comparing the two groups, we shall use the weighted sample, thus increasing the size of the NYC group by 84 (3533 to 3617), and the comparative group by 36 (1143 to 1179).*

---

*John W. C. Johnstone and Ramon J. Rivera, Volunteers for Learning (Chicago: Aldine, 1965), Chapter 18.

Index of High School Adjustment

"Adjustment" to high school is not easily measureable. It is a blend of objective and subjective factors relating to the student's actual performance and his perception of his own performance in relation to his and the school's goals. So we asked the students to tell us how good their marks were and how important studying and high marks were to them; how many school organizations they belonged to, and how "involved" they felt in school activities. Specifically, we asked them the following four questions:

1) Do you belong to any clubs, organizations or athletic teams in high school? (Question 58)

2) When you think back over your high school days, how important has it been to you to study hard and get good grades? (Question 62)

3) How close are you to the center of the student activities that go on at your high school: are you pretty close to the center, a little on the outside, or completely outside of things? (Question 64)

4) In school last year, how were your grades compared to most other students in your school? Would you say you did better than most other students, about the same as most other students, or not as well as most other students?

---

* It was necessary to weigh only one of our sampling sites in order to ensure its correct proportional representation in the sample design (cf. Part I, Table A.1, p.97).

How the students in the NYC group and in the comparative group responded to these questions is presented in Table 5.1. No noteworthy differences exist between the two groups on any item.

In order to rank the students on the overall Index of High School Adjustment, one point was given for each of the following responses:

a) "to study hard and get good grades" is "very important";

b) self-placement as "better than most other students" in regard to grades:

c) membership in at least two high school "clubs, organizations, or athletic teams";

d) self-placement as being "pretty close to the center" of student activities.

Thus the range of possible scores is 0 to 4, with 5 possible Index ranks.

Table 5.2 presents the distribution of each group when the students are ranked on the Index of High School Adjustment. Again, there is very little difference between the NYC enrollees and the comparative group.

TABLE 5.1

QUESTIONS FORMING THE HIGH SCHOOL ADJUSTMENT INDEX

(Per Cent)

A. In school last year, how were your grades compared to most other students in your school? Would you say you did better than most other students, about the same as most other students, or not as well as most of the other students? (Q.69)

	NYC Group	Comparative Group
Better than most others	21.6	24.1
About the same	52.5	51.0
Not as well as most others	18.4	19.0
Don't know	5.8	3.9
No answer	1.2	1.7
Refusal	0.2	0.0
Total %	99.7	99.7
N	3533	1143

B. When you think back over your high school days, how important has it been to you to study hard and get good grades? (Q.62)

	NYC Group	Comparative Group
Very important	61.0	57.1
Pretty important	31.1	34.1
Not so important	5.9	7.3
Unimportant	0.5	0.6
No answer	1.2	0.6
Refusal	0.1	0.0
Total %	99.8	99.7
N	3533	1143

C. How close are you to the center of the student activities that go on at your high school: are you pretty close to the center, a little on the outside, or completely outside of things? (Q.64)

	NYC Group	Comparative Group
Pretty close to the center	40.5	42.4
A little on the outside	43.9	44.0
Completely outside of things	13.1	12.5
No answer	1.8	0.6
Refusal	0.5	0.2
Total %	99.8	99.7
N	3533	1143

D. Do you belong to any clubs, organizations or athletic teams in high school? (Q.58)

	NYC Group		Comparative Group	
Yes		57.0		63.7
How many?				
One	19.0		21.4	
Two	15.1		16.8	
Three	9.5		10.5	
Four	5.9		6.4	
Five	3.2		4.1	
Six or more	3.3		3.5	
No answer	0.6		0.6	
Total %	56.6		63.3	
N	2014		729	
No		41.3		35.7
No answer		1.5		0.4
Refusal		0.1		0.0
Total %		99.9		99.8
N		3533		1143

TABLE 5.2

DISTRIBUTION OF THE NYC SAMPLE AND THE COMPARATIVE GROUP SAMPLE ON THE INDEX OF HIGH SCHOOL ADJUSTMENT

Index Score	NYC Sample		Comparative Group Sample		Index Description
	N	Per Cent	N	Per Cent	
Zero	566	16.0	196	17.1	Low
One	932	26.3	294	25.7	Low - Medium
Two	870	24.6	279	24.4	Medium
Three	570	16.1	203	17.7	Medium - High
Four	223	6.3	86	7.5	High
No Answer*	372	10.5	85	7.4	
Total	3533	99.8	1143	99.8	

*This category includes all students who gave no answer to one or more of the questions used to form the index.

Validity of the Index

To test the Index of High School Adjustment, we built five questions into the questionnaire. First, if the Index really measures adjustment to high school, those it designates as successful adjustors ought to have enjoyed the years of primary and secondary education more than the others. Tables 5.3 and 5.4 show that this is the case.

Forty-five per cent of the NYC respondents and 50 per cent of the comparative group respondents indicate that they enjoyed the seventh and eighth grades "a lot". But only 29 per cent of the NYC respondents and 39 per cent of the comparative group in the scale position of "zero" indicate that they enjoyed the seventh and eighth grades "a lot", while 53 per cent of the NYC respondents and 54 per cent of the comparative group who are in the highest scale position make the same response (Table 5.3).

Next, we asked the students whether or not they had enjoyed their high school years more than the seventh and eighth grades. In general, a good number of respondents (39 per cent of the NYC group and 42 per cent of the comparative group) indicate that they have enjoyed the grades since the seventh and eighth "a lot more". But only 26 per cent of the NYC enrollees and 31 per cent of the comparative group in the scale position of "zero" indicate that they have enjoyed the grades since the seventh and eighth "a lot more", while 58 per cent of the NYC respondents and 56 per cent of the comparative group who are in the highest scale position respond in this way. Moreover, the proportions of respondents in the intermediate scale ranks run

TABLE 5.3

HIGH SCHOOL ADJUSTMENT AND ENJOYMENT OF SEVENTH AND EIGHTH GRADES

(Respondent's Rank on the Index of High School Adjustment

by His Enjoyment of Seventh and Eighth Grades: Per Cent)

Thinking back to the seventh and eighth grades, did you enjoy them much? (Q.60)	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Yes, a lot	29.7	44.7	51.0	55.1	53.9	39.8	47.9	58.2	56.7	54.9
Yes, pretty much	43.9	35.3	33.2	31.2	30.5	33.8	35.4	28.0	29.3	31.8
Not much	18.1	14.2	10.5	9.0	10.1	18.1	13.1	10.8	11.1	10.9
Not at all	8.1	5.6	5.1	4.5	5.3	8.0	3.3	2.8	2.7	2.1
Total %	99.8	99.8	99.8	99.8	99.8	99.7	99.7	99.8	99.8	99.7
N	578	939	880	573	226	198	296	285	215	91

N	3196	N	1085
Index NA	382	Index NA	90
Other NA	36	Other NA	4
Refusal	3	Refusal	0
Total	3617	Total	1179

TABLE 5.4

HIGH SCHOOL ADJUSTMENT AND ENJOYMENT OF GRADES SINCE SEVENTH AND EIGHTH GRADES

(Respondent's Rank on the Index of High School Adjustment by His

Enjoyment of Grades Since Seventh and Eighth Grades: Per Cent)

Compared to the seventh and eighth grades, how much have you enjoyed the grades since then? (Q.61)	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Much more	26.9	36.3	43.4	55.0	58.5	31.3	40.6	44.2	49.3	56.0
Somewhat more	28.1	24.7	26.4	23.2	24.0	28.2	24.8	22.8	22.5	24.1
Same	23.6	20.1	14.5	11.5	7.4	17.6	14.7	14.3	13.3	5.4
Somewhat less	15.6	14.6	12.3	8.6	6.9	17.1	16.1	14.7	13.3	13.1
A lot less	5.6	4.0	3.1	1.5	3.0	5.5	3.6	3.8	1.3	1.0
Total %	99.8	99.7	99.9	99.8	99.8	99.7	99.8	99.8	99.7	99.6
N	583	952	884	580	229	198	298	285	217	91

N	3228	N	1089
Index NA	382	Index NA	90
Other NA	5	Other NA	0
Refusal	2	Refusal	0
Total	3617	Total	1179

in the expected direction. (Table 5.4)

As another measure of Index validity, we correlated rank on the Index with the respondent's perceived importance of graduating from high school. (Table 5.5) A majority of respondents in both samples (61 per cent of the NYC enrollees and 64 per cent of the comparative group) indicate that they consider graduation to be "very important". But Table 5.5 shows a wide range between the lowest and the highest scale positions for those who consider graduation to be "very important"; the figures ranging from 47 per cent to 79 per cent in the NYC group and from 58 per cent to 82 per cent in the comparative group. Once again, the proportions of respondents falling in the intermediate scale positions run in the expected direction.

As a fourth measure of Index validity, we correlated rank on the Index with how disappointed the respondent would feel if he had to drop out of high school. If the Index is valid, then we would expect that those ranking high would feel very disappointed if they had to drop out of school without graduating. Table 5.6 reveals that, in general, this is the case.

Actually, a very large majority of the respondents (84 per cent of both groups) indicate that they would feel "very disappointed" if they had to drop out before graduation. However, looking at the correlations between rank on the Index and feeling "very disappointed" at having to drop out of school, we see that again there is within both groups a large range of variation from "zero" to "high" (67 per cent to 97 per cent in the NYC group and 71 per cent to 91 per cent in the comparative group). And the percentages, once again, run in the ex-

TABLE 5.5

HIGH SCHOOL ADJUSTMENT AND IMPORTANCE OF FINISHING HIGH SCHOOL

(Respondent's Rank on the Index of High School Adjustment by the Importance to Him of Graduating If He Could Get a Good Job without Finishing High School: Per Cent)

If you could get a good job without finishing high school, how important would it be for you to graduate? (Q.82)	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Very important	47.4	61.7	63.0	74.2	79.5	58.3	60.2	73.5	70.3	82.9
Pretty important	26.6	15.7	13.1	10.0	6.2	20.8	18.1	11.0	12.0	9.0
Not too important	19.2	14.6	14.1	7.8	8.0	16.7	14.9	10.3	12.5	4.5
Unimportant	6.5	7.9	9.6	7.8	6.2	4.0	6.6	5.0	5.0	3.4
Total %	99.7	99.9	99.8	99.8	99.9	99.8	99.8	99.8	99.8	99.8
N	577	936	864	575	225	197	287	280	216	88

N	3177	N	1068
Index NA	382	Index NA	90
Other NA	54	Other NA	21
Refusal	4	Refusal	0
Total	3617	Total	1179

TABLE 5.6

HIGH SCHOOL ADJUSTMENT AND DISAPPOINTMENT AT DROPPING OUT OF HIGH SCHOOL

(Respondent's Rank on the Index of High School Adjustment by The Amount of His Disappointment If He Had to Drop Out of High School without Graduating: Per Cent)

How disappointed would you feel if you had to drop out of high school without graduating? (Q.83)	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Very disappointed	67.9	83.8	91.3	94.1	97.8	71.5	83.2	90.7	95.8	91.1
Pretty disappointed	22.0	11.5	6.8	5.3	1.3	19.7	13.3	7.0	2.3	7.7
Not so disappointed	7.9	3.9	1.0	.5	.4	7.1	2.3	1.7	.9	.0
Not at all disappointed	2.0	.6	.7	.0	.4	1.5	1.0	.3	.9	1.1
Total %	99.8	99.8	99.8	99.9	99.9	99.8	99.8	99.7	99.9	99.9
N	580	942	878	577	228	197	293	282	217	90

N	3205	N	1079
Index NA	382	Index NA	90
Other NA	30	Other NA	10
Refusal	0	Refusal	0
Total	3617	Total	1179

pected direction.

Finally, we asked the respondents how many of their subjects they considered interesting and then correlated their answers with their index rank. If the Index is valid, we would expect that as the index rank increases so too would the proportion of students in each rank who found all or most of their subjects interesting.

The results show that half of the respondents from each group (53 per cent of the NYC enrollees and 50 per cent of the comparative group) found all or most of their subjects interesting. Yet, again, what is significant is the range from "zero" to "high" within the first two rows (Table 5.7). Thus, if we combine the figures for "All of them" and "Most of them", we find that the range from "zero" to "high" is from 34 per cent to 67 per cent for the NYC group and from 28 per cent to 70 per cent for the comparative group.

Because the Index of High School Adjustment works as predicted in each of these five cases, we shall use it as an analytic device in the sections that follow.

High School Adjustment, Job Classification, Job Satisfaction and NYC Attitudes

To determine whether or not successful adjustment to high school is associated with membership in the In-School Program, we correlated rank on the Index of High School Adjustment with job classification, job satisfaction

TABLE 5.7

HIGH SCHOOL ADJUSTMENT AND SUBJECTS CONSIDERED INTERESTING

(Respondent's Rank on the Index of High School Adjustment by His Estimate of Current School Subjects Found Interesting: Per Cent)

Of the subjects that you are taking in school, how many would you say are really interesting? (Q.67)	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
All of them	6.8	17.1	23.5	30.4	29.6	5.5	14.0	18.6	25.8	30.7
Most of them	27.3	34.0	36.5	37.1	37.5	23.2	34.2	36.6	35.4	39.5
About half of them	23.7	21.2	19.2	15.4	17.0	29.2	20.8	20.7	20.2	8.7
Only one or two are.	37.6	25.3	19.8	16.8	15.2	35.8	27.1	22.5	17.9	17.5
None is interesting.	4.4	2.0	0.7	0.1	0.4	6.0	3.6	1.4	0.4	3.2
Total %	99.8	99.6	99.7	99.8	99.7	99.7	99.7	99.8	99.7	99.6
N	582	954	883	582	229	198	298	284	217	91

N	3230
Index NA	382
Other NA	5
Refusal	0
Total	3617

N	1088
Index NA	90
Other NA	1
Refusal	0
Total	1179

and three enrollee attitudes toward the NYC experience.

Table 5.8 shows that the type of work an enrollee does is almost entirely unrelated to his more or less successful adjustment to the high school situation. Although, in the categories of library aide and hospital aide, the proportions of those who are high on adjustment (54 per cent and 53 per cent) are slightly larger than the proportion of those who are low (45 per cent and 46 per cent), the differences between the percentages are really too small to be of any real significance.

The largest difference in percentages occurs in the category of high school academic aide; the category of service aide shows the second largest difference. Sixty-two per cent of those enrollees working as high school academic aides and 56 per cent of those working as service aides are high on the Index. It is possible that the enrollees working as academic aides were well-adjusted to high school before they got their jobs; but the job category is linked to more successful high school adjustment.

The fact that proportionately more enrollees in the unskilled manual aide category rank low on the Index (53 per cent) than do the enrollees in any other category is consistent with what we discovered earlier regarding job satisfaction (Chap.III). However, the difference between the percentages is too low to be of any real significance.

TABLE 5.8

JOB CLASSIFICATION AND HIGH SCHOOL ADJUSTMENT

(Respondent's NYC Job Type by His Rank on the Index of High School Adjustment: Per Cent)

Rank on the Index of High School Adjustment	Present Job Classification							
	Acad. Aide H.S.	Library Aide	Acad. Aide Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-Sk. Manual Aide	Semi-Sk. Manual Aide
Low (0, 1)	36.9	45.1	50.6	47.1	46.4	42.9	53.1	51.4
High (2, 3, 4)	62.8	54.6	49.2	52.6	53.6	56.8	46.7	48.4
Total %	99.7	99.7	99.8	99.7	100.0	99.7	99.8	99.8
N	411	285	229	707	125	237	1006	68

N	3068
Index NA	382
Other NA	165
Refusal	2
Total	3617

As regards job satisfaction, Table 5.9 shows that the higher an enrollee's rank on the Index of Job Satisfaction, the higher he is likely to be on the Index of High School Adjustment: only 41 per cent of those low on the Job Satisfaction Index are high on the Adjustment Index, while 67 per cent of those high on satisfaction are likewise high on adjustment. The percentages in the middle ranks of the Index run in the expected direction. Thus, we have a clear indication that there is a reciprocal relationship between job satisfaction and high school adjustment. What is important for NYC is that whatever is done to increase job satisfaction will have a generally good effect on high school adjustment, and consequently will make graduation from high school more probable.

Table 5.10 shows the relationship between high school adjustment and enrollees' attitudes toward some aspects of their NYC experience. First, enrollee high school adjustment is definitely correlated with the feeling that NYC supervisors "care a lot" about their enrollees and that "the other people who run NYC care a lot about what happens to them". Thus, while only 45 per cent of the enrollees in the zero rank have this feeling about their supervisors, and while 39 per cent feel this way about those running NYC, the same figures for those in the top rank are 70 and 60 per cent, while the figures in the medium ranks run in the expected direction. Second, while only about 25 per cent of all enrollees feel that

TABLE 5.9

JOB SATISFACTION AND HIGH SCHOOL ADJUSTMENT

(Respondent's Rank on the Index of Job Satisfaction by His Rank on the Index of High School Adjustment: Per Cent)

Rank on the Index of High School Adjustment	Rank on Job Satisfaction Index			
	Low 0	1	2	High 3
Low (0,1)	57.9	51.2	42.3	32.1
High (2,3,4)	41.7	48.6	57.4	67.6
Total %	99.6	99.8	99.7	99.7
N	677	1010	1035	410

N	3132
Index NA	382
Other NA	103
Refusal	0
	3617

TABLE 5.10

HIGH SCHOOL ADJUSTMENT AND ATTITUDES TOWARD NYC

(Enrollee's Rank on the Index of High School Adjustment

by His Attitudes toward NYC: Per Cent)

Attitudes toward NYC	Index of High School Adjustment				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Supervisor "cares a lot" what happens to you	45.5	51.1	59.3	65.7	70.6
	(578)*	(933)	(870)	(596)	(228)
Others "care a lot" what happens to you	39.7	46.6	52.8	58.5	60.3
	(576)	(935)	(866)	(567)	(222)
NYC job has greatly increased chance of graduating from high school	15.8	24.2	29.0	32.9	32.0
	(581)	(938)	(880)	(576)	(228)

*The table is to be read as follows: 45.5 per cent of the 578 enrollees who scored lowest on the Index thought that their NYC Supervisor "cares a lot."

their NYC job has "greatly" increased their chance of graduating from high school, proportionately more enrollees in the higher ranks of the Index feel this way than those in the lower ranks (32 vs 15 per cent).

Thus, it is clear that when real interest in the enrollee is not only felt by the supervisor but also perceived by the enrollee, the liklihood of a more successful adjustment by the enrollee increases.

High School Adjustment and Counseling

To determine whether or not there is any relationship between high school adjustment and counseling, we correlated rank on the Index of High School Adjustment with two variables of the counseling situation: the occurrence of counseling and the perceived benefit from counseling.

Table 5.11 shows that, for the NYC respondents, there is no relationship between index rank and the fact of having had at least one personal interview with a counselor. In the comparative group, however, among those who report having had at least one personal interview with the counselor, a slightly higher proportion fall within the higher scale positions than among those reporting no interview (58 vs 47 per cent).

Table 5.12 depicts the relationships existing between high school adjustment and the respondents' perceptions of the benefits which they have received from counseling. In general, there is a definite relationship between adjustment rank and the feeling that counseling helps "a lot"

TABLE 5.11

INTERVIEWING AND HIGH SCHOOL ADJUSTMENT

(Incidence of Counseling by Enrollee's Rank on the Index of High School Adjustment: Per Cent)

Rank on the Index of High School Adjustment	At Least One Personal Interview with Counselor			
	NYC Group		Comparative Group	
	Yes	No	Yes	No
Low (0,1)	46.5	48.9	41.1	52.8
High (2,3,4)	53.1	50.8	58.7	47.0
Total %	99.6	99.7	99.8	99.8
N	2097	1116	694	382

	NYC Group		Comparative Group
N	3213	N	1076
Index NA	382	Index NA	90
Other NA	22	Other NA	13
Refusal	0	Refusal	0
Total	3617	Total	1179

TABLE 5.12

HIGH SCHOOL ADJUSTMENT AND BENEFITS FROM COUNSELING

(Respondent's Rank on the Index of High School Adjustment by His Perception of Benefits from Counseling: Per Cent)

Benefits from Counseling	Group	Index of High School Adjustment				
		Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Counseling helps "a lot"	NYC	28.6	48.4	56.2	56.2	57.3
		(353)*	(609)	(564)	(382)	(150)
	Comparative	30.8	42.0	45.5	44.9	51.5
		(107)	(176)	(191)	(149)	(66)
Counseling has helped "in general"	NYC	37.1	45.7	49.6	49.8	56.3
		(328)	(586)	(548)	(363)	(142)
	Comparative	36.3	37.6	39.5	39.5	41.6
		(99)	(162)	(182)	(134)	(60)
Counseling has helped with career decision	NYC	35.0	43.1	50.1	50.6	55.6
		(328)	(586)	(548)	(363)	(142)
	Comparative	49.4	50.0	56.5	63.4	61.6
		(99)	(162)	(182)	(134)	(60)

*The table is to be read as follows: 28.6 per cent of the 353 who scored lowest on the Index thought that counseling helps "a lot."

for both NYC and the comparative group, and the relationship is slightly stronger for the NYC group. Thus, while the percentages range from 28 per cent at the zero scale position to 57 per cent at the high scale position in the NYC sample, the range is from 30 per cent to 51 per cent in the comparative group.

To the students who felt that they had been helped in any way by counseling, we presented a checklist of possible ways. Among these ways were "counseling helped me to feel better about things in general" and "helped me start to decide what I want to do when I graduate from high school." As regards the respondents' feeling that counseling helped "in general", the relationship between adjustment and this perception is again strong for the NYC sample, but barely exists for the comparative group. Thus, while the range in the comparative group sample extends only from 36 per cent to 41 per cent, it extends from 37 per cent to 56 per cent in the NYC group sample.

Somewhat the same situation prevails in the correlation between index rank and the perception that counseling has helped with a career decision: the relationship is stronger for NYC than for the comparative group. Yet there is a major difference between this category and the two previous ones inasmuch as the percentage figures are larger for the comparative group than for the NYC group. The fact that proportionately more comparative group members in each scale position feel that counseling has helped them with career decisions probably indicates that, in general, the problems for which the enrollees need or seek guidance are more immediate than deciding upon an eventual career.

From the data just presented on the general relationship between counseling and high school adjustment, two conclusions can be drawn: (1) the data reveal no general relationship between talking to a counselor and high school adjustment; (2) *but, among the students who not only have talked to their counselor but also feel that the interviews have helped them, there is a strong relationship between counseling and more successful high school adjustment* -- *especially strong for the NYC enrollees.* It would be absurd to claim that the only criterion of successful counseling is that the counselee feel he is benefiting from it; but it is one criterion and it is related to successful high school adjustment for the NYC enrollee. Consequently, it makes high school graduation somewhat more probable for the enrollees.

The Comparative Group, the Poverty Line, and NYC

Although the students in the comparative group were drawn from the same schools as were the enrollees, this common source obviously does not mean that all of the students come from families with incomes below the federal poverty line. Yet the students who are actually below the line are of special interest to us, since all the NYC enrollees presumably come from families below the poverty line. Using the responses giving amount of family income and household size, we were able to isolate the members of the comparative group who actually come from families with incomes below the poverty line, as well as those who are definitely above it. However, because one-half of the comparative group did not know their family income, the number of those classifiable as definitely below the poverty line is only 191, while 274 are definitely above it, though not necessarily far above it.* The remaining 714 students were unable to provide, or did not provide, the information necessary for such classification. When we compare the NYC enrollees with those above and below the poverty line in the comparative group, some sharp differences appear.

It is important to recall here that the proportions in the NYC group and the comparative group are very similar in regard to race, age, sex and year in school (cf. Tables A.3, A.4, A.5 and A.7 in Part I of this report, pp. 99-103). But they are strikingly different for those below the poverty line in the comparative group. First of all, almost half (46 per cent) of the youths below the poverty line are 16 years old, and 29 per cent are 17; for those above the poverty line, one-quarter are 16 and one-half are 17 (Table 5.13). Similarly, only 29 per cent of those below the line are in their senior year of high school, while 60 per cent of those above the line

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*The source used for the Federal Poverty Line was the NYC Program Manual (Manpower Administration, U.S. Department of Labor, July 1966), p. II-34) (non-farm income).

TABLE 5.13

POVERTY LINE AND AGE

(Poverty Line in The Comparative Group by Age: Per Cent)

Age	Poverty Line	
	Above	Below
16 years old	25.0	46.5
17 years old	50.3	29.4
18 years old	21.2	18.1
19 years old	3.3	5.8
20 years old	.0	.0
21 years old	.0	.0
Total %	99.8	99.8
N	268	187

N	455
NA	10
DNA	713
Refusal	1
Total	1179

are seniors (Table 5.14). [Thirty-five per cent of the total comparative group are seniors, as are 39 per cent of the NYC enrollees; 33 per cent of the enrollees are 16 years old, as are 44 per cent of the comparative group (cf. Tables A.7 and A.3, Part I)]. This difference means that many impoverished youngsters either drop out of school when they can -- before senior year -- or else rise above the poverty line as they reach senior year. The latter explanation seems highly implausible. Because all the NYC enrollees are below the poverty line, and because there are roughly as many seniors in NYC as in the total comparative group, NYC is obviously helping poverty-line youngsters to stay in school.

This interpretation is supported by the students' perceptions of the dropout rate. When we asked them: "Around here how common is it for young people to quit school before graduating from high school?" 14 per cent of those above the poverty line thought that half or more do, while 37 per cent of those below felt the same way. Only half of the latter, but three-quarters of the former, felt that the dropouts were a small minority (Table 5.15). Proportionately a few more of those below the line report that some of their "close friends" have dropped out of school (Table 5.16).

As regards the sex of those above and below the poverty line, 62 per cent of the males are above, and 37 per cent are below; the same figures for the females are 54 and 45 per cent -- again, an indication that it is the boys who drop out of school more often than the girls in order to get

TABLE 5.14

POVERTY LINE AND GRADE IN SCHOOL

(Poverty Line in the Comparative Group by Grade in School: Per Cent)

Grade in School	Poverty Line	
	Above	Below
Freshman	1.0	3.6
Sophomore	8.7	23.1
Junior	29.6	43.6
Senior	60.4	29.4
Total %	99.7	99.7
N	273	190

N	463
NA	2
DNA	714
Total	1179

TABLE 5.15

POVERTY LINE AND QUITTING HIGH SCHOOL BEFORE GRADUATION

(Poverty Line in the Comparative Group by Respondent's Perception of How Common It Is to Quit High School Before Graduating: Per Cent)

Around here how common is it for young people to quit school before graduating from high school? (Q.13)	Poverty Line	
	Above	Below
Almost all do	2.5	4.2
Three-fourths do	6.2	21.0
Half do	5.8	12.6
One-fourth does	55.6	46.8
Very rarely	18.6	5.2
Don't know	10.9	10.0
Total %	99.6	99.8
N	273	190

N	463
NA	2
DNA	714
Total	1179

TABLE 5.16

POVERTY LINE AND CLOSE FRIENDS DROPPING OUT OF SCHOOL

(Poverty Line in the Comparative Group by Respondent's Close Friends Dropping Out of School: Per Cent)

Have any of your close friends dropped out of school? (Q.14)	Poverty Line	
	Above	Below
All or most	2.1	2.1
A few	41.3	49.4
Hardly any	17.2	22.1
None	39.1	26.3
Total %	99.7	99.9
N	273	190

N	463
NA	2
DNA	713
Refusal	1
Total	1179

jobs (Table 5.17). Table 5.18 indicates that the Negroes are disproportionately represented below the line: only 23 per cent of the whites are below, while 55 per cent of the Negroes are.

Although the data we have just presented are based on only 465 members of the comparative group -- the number who gave the information necessary to rank them above or below the poverty line -- we find no reason to distrust these data. Ignorance of family income was the factor responsible for excluding most of the students from the analysis; and this factor does not appear to be a source of bias.

The important finding is this: for poverty-line youngsters who are NOT in NYC, there is a proportionately sharp decrease in school attendance among those over 16 years of age. This decrease is not found among the NYC enrollees.

High School Adjustment and Background Factors

To discover the relationship, if any, between more or less successful high school adjustment and family background, several of these "background factors" were built into the questionnaire. Among them were: whether the respondent feels he gets along well with his parents, what he thinks their educational ambitions for him are, some of his own attitudes to school, and, finally, his race, age and sex.

Relationship with parents. Tables 5.19 and 5.20 deal with the student's

TABLE 5.17

POVERTY LINE AND SEX

(Poverty Line in the Comparative
Group by Sex: Per Cent)

Sex	Poverty Line	
	Above	Below
Male	59.8	51.3
Female	40.1	48.6
Total %	99.9	99.9
N	274	191

N	465
NA	0
DNA	714
Total	1179

TABLE 5.18

POVERTY LINE AND RACE

(Poverty Line in the Comparative Group

by Race: Per Cent)

Race	Poverty Line	
	Above	Below
White	52.2	22.1
Negro	43.6	74.7
Oriental	0.3	0.5
American Indian	3.0	2.6
Other	0.7	0.0
Total %	99.8	99.9
N	266	190

N	456
NA	9
DNA	710
Refusal	1
Omitted	3
Total	1179

relationship to his father. Most of the students feel that they have gotten along "very well" with their fathers: there is only a slight tendency towards a proportionate increase of those who feel this way as index rank increases (Table 5.19). Table 5.20, however, indicates that there is a definite association between students' high school adjustment and what they perceive their fathers' educational aspirations for them to be. Thus, more than half of the enrollees on the zero index rank think that the limit of their fathers' educational aspirations for them is high school graduation; but more than half (55 per cent) of those on the highest rank feel that their fathers expect them to graduate from college.

Although the same pattern appears for the comparative group, the differences are not quite as sharp (Table 5.20) as for the enrollees. NYC can thus be seen to reenforce high parental ambitions, combining with them to produce more of a successful high school adjustment.

Tables 5.21 and 5.22 show that the same patterns appear for the mothers as for the fathers. Even higher percentages of students at each index level report that they have gotten along "very well" with their mothers than was the case with their fathers. The proportions do increase slightly with index rank; but it is those at the zero rank who are most different, especially in the comparative group, from those at all other ranks (Table 5.21). Table 5.22 shows that, especially for NYC, high maternal educational ambition is correlated with more success-

TABLE 5.19

HIGH SCHOOL ADJUSTMENT AND GETTING ALONG WITH FATHER

(Respondent's Rank on the Index of High School Adjustment by His Relationship with His Father: Per Cent)

On the whole, how well did you get along with your father while you were growing up? (Q.123A)	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Very well	50.6	56.4	62.9	68.3	62.4	45.3	57.0	65.1	64.1	63.5
Pretty well	34.2	32.6	26.8	23.4	29.0	43.8	33.9	25.0	30.7	29.7
Not well	15.0	10.8	10.1	8.2	8.5	10.7	9.0	9.8	5.1	6.7
Total %	99.8	99.8	99.8	99.9	99.9	99.8	99.9	99.9	99.9	99.9
N	385	652	569	376	141	139	221	204	156	74

	NYC Group		Comparative Group
N	2123	N	794
Index NA	382	Index NA	90
Other NA	92	Other NA	18
DNA	1020	DNA	277
Total	3617	Total	1179

TABLE 5.20

HIGH SCHOOL ADJUSTMENT AND FATHER'S EDUCATIONAL EXPECTATIONS

(Respondent's Rank on the Index of High School Adjustment by His Father's Educational Expectations: Per Cent)

How far does your father - or did he - want you to go in school? (Q.123B)	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Finish 8th grade	1.8	4.6	3.1	5.6	4.2	7.1	10.0	7.8	10.4	9.3
Some high school	2.3	2.9	2.8	4.0	2.8	9.3	5.0	8.8	10.4	9.3
Graduate high school	50.3	38.9	32.6	23.2	12.8	33.8	36.8	32.3	20.9	17.3
Some college	11.8	16.2	14.2	14.1	10.0	14.3	12.7	9.8	6.5	8.0
Graduate college	17.0	23.3	35.7	41.6	55.0	10.0	14.5	25.0	33.9	45.3
Doesn't care	4.1	3.8	2.9	3.2	5.0	1.4	2.2	0.9	1.3	1.3
Don't know	12.4	10.0	8.4	8.2	10.0	23.7	18.6	15.1	16.3	9.3
Total %	99.7	99.7	99.7	99.9	99.8	99.6	99.8	99.7	99.7	99.8
N	387	647	570	375	140	139	220	204	153	75

	NYC Group		Comparative Group
N	2119	N	791
Index NA	382	Index NA	90
Other NA	96	Other NA	24
DNA	1020	DNA	277
Total	3617	Total	1179

TABLE 5.21

HIGH SCHOOL ADJUSTMENT AND GETTING ALONG WITH MOTHER

(Respondent's Rank on the Index of High School Adjustment

by His Relationship with His Mother: Per Cent)

On the whole, how well did you get along with your mother while you were growing up? (Q.124A)	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Very well	65.8	72.4	78.1	81.7	80.1	59.7	72.2	73.7	86.7	83.9
Pretty well	29.4	24.6	18.3	16.3	16.9	32.8	23.0	21.8	12.1	14.8
Not well	4.7	2.9	3.5	1.8	2.9	7.3	4.7	4.3	1.1	1.2
Total %	99.9	99.9	99.9	99.8	99.9	99.8	99.9	99.8	99.9	99.9
N	445	715	676	423	171	149	234	229	173	81

	NYC Group		Comparative Group
N	2430	N	866
Index NA	382	Index NA	90
Other NA	110	Other NA	16
DNA	695	DNA	207
Total	3617	Total	1179

TABLE 5.22

HIGH SCHOOL ADJUSTMENT AND MOTHER'S EDUCATIONAL EXPECTATIONS

(Respondent's Rank on the Index of High School Adjustment by
His Mother's Educational Expectations: Per Cent)

How far does your mother - or did she want you to go in school? (Q.124B)	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Finish 8th grade	2.7	2.9	2.0	3.7	4.1	6.7	4.2	3.9	5.7	3.7
Some high school	2.0	4.0	4.9	3.7	2.9	8.7	11.5	7.4	9.8	3.7
Graduate high school	50.2	42.6	29.8	24.7	17.2	41.8	38.0	32.0	21.3	18.5
Some college	14.9	17.6	18.2	15.0	11.3	14.1	14.1	16.2	12.1	13.5
Graduate college	20.3	26.2	40.4	46.6	60.7	15.5	19.6	31.1	42.7	53.0
Doesn't care	2.2	1.4	0.2	0.4	0.0	1.3	1.2	1.3	0.0	2.4
Don't know	7.4	4.9	4.1	5.4	3.5	11.4	11.1	7.8	8.0	4.9
Total %	99.7	99.6	99.6	99.5	99.7	99.5	99.7	99.7	99.6	99.7
N	442	712	670	424	168	148	234	228	173	81

N	2416	N	864
Index NA	382	Index NA	90
Other NA	124	Other NA	18
DNA	695	DNA	207
Total	3617	Total	1179

ful high school adjustment: 60 per cent of the enrollees and 53 per cent of the comparative group on the higher index rank think that their mothers want them to graduate from college; approximately half of both groups who are at the zero rank feel that high school or less is the limit of maternal ambition for them; and the percentages for the intermediate ranks run in the expected directions.

Table 5.23 reenforces the same parental pattern. A larger proportion on each successively higher index rank feel that it is "very important" to their parents that they "study hard" while in school. The percentages vary from about 50 per cent for those on the zero rank of the Index to approximately 80 per cent. And again, the figures for the mothers (or female household head) are higher than for the fathers (or male household head).

General social support. To determine who and how many people encouraged the students to stay in high school, we gave the students a check list with nine categories: father, mother, other family members, teachers, counselors, clergymen, other adults, employment service counselors, and "others." The student was asked to check as many categories as applied in his case. Analysis revealed that no single category on the checklist was important. It also revealed that what *was* somewhat important was the *number* of people who had encouraged the student to stay in high school. Table 5.24 shows that a disproportionately high number of

TABLE 5.23

HIGH SCHOOL ADJUSTMENT AND IMPORTANCE OF STUDY

(Respondent's Rank on the Index of High School Adjustment by His Perception of Parental Attitudes toward His Study: Per Cent)

Parental Attitudes	Index of High School Adjustment					
	Group	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Father thinks "studying hard" is very important	NYC	50.2	64.8	68.1	72.1	73.0
		(438)*	(685)	(644)	(427)	(167)
	Comparative	42.3	60.6	66.9	67.7	80.7
		(163)	(239)	(233)	(186)	(78)
Mother thinks "studying hard" is very important	NYC	55.1	70.5	76.6	81.2	81.9
		(553)	(883)	(818)	(544)	(210)
	Comparative	57.2	71.3	77.5	80.5	91.7
		(192)	(283)	(263)	(211)	(85)

*The table is to be read as follows: 50.2 per cent of the 438 enrollees who scored lowest on the Index had fathers who thought that "studying hard" is very important.

TABLE 5.24

ENCOURAGEMENT TO STAY IN SCHOOL AND HIGH SCHOOL ADJUSTMENT

(Number of Poeple Encouraging Respondent to Stay in School

by His Rank on the Index of High School Adjustment: Per Cent)

Rank on the Index of High School Adjustment	Number of People															
	NYC Group								Comparative Group							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Low (0, 1)	47.5	59.3	51.1	53.7	47.3	44.8	37.9	38.3	54.2	47.2	58.0	52.1	43.8	35.8	28.6	25.4
High (2, 3, 4)	52.2	40.4	48.7	46.0	52.5	54.9	62.0	61.5	45.5	52.6	41.7	47.7	55.9	63.9	71.1	74.4
Total %	99.7	99.7	99.8	99.7	99.8	99.7	99.9	99.8	99.7	99.8	99.7	99.8	99.7	99.7	99.7	99.8
N	504	249	375	444	477	488	311	294	138	110	141	188	148	142	87	51

N	3142	N	1005
Index NA	382	Index NA	90
Other NA	75	Other NA	16
DNA	10	DNA	68
Refusal	8	Refusal	0
Total	3617	Total	1179

those who checked six, seven, or eight categories (especially for the comparative group) are high on the Index.

Attitudes toward school. For both the enrollees and the members of the comparative group favorable attitudes toward school are positively correlated, as might be expected, with rank on the Index of High School Adjustment (Table 5.25). The higher the index rank, the greater the proportion of those at the rank who feel that all their teachers have done their best to help them get through high school; who would like to continue their formal education after high school; who would like to go to college; who find that at least one of their high school subjects "fascinates" them. Conversely, proportionately fewer at each successively higher index rank say that they would like to go to technical school or that only one school subject "fascinates" them.

There are no sharp differences on these items between the NYC enrollees and the members of the comparative group. In only one case is there a consistent difference for each index rank: proportionately more enrollees on each rank of the Index report that only one of their high school subjects "really fascinates" them so that they "can hardly wait to learn more " about them.

Race. Table 5.26 shows that proportionately considerably fewer whites are high on the Index than are Negroes. (The base figures for

TABLE 5.25

HIGH SCHOOL ADJUSTMENT AND SELECTED ATTITUDES TOWARD SCHOOL

(Respondent's Rank on the Index of High School Adjustment by His Attitudes toward Selected School-oriented Items: Per Cent)

Attitudes toward School	Group	Index of High School Adjustment				
		Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
All my teachers have done their best to help	NYC	17.9 (579)*	30.0 (948)	37.9 (885)	41.5 (583)	42.7 (227)
	Comparative	16.1 (198)	34.8 (298)	27.7 (285)	42.3 (217)	48.3 (91)
Would like more school after high school	NYC	58.0 (577)	74.3 (943)	83.4 (874)	91.8 (577)	96.9 (227)
	Comparative	61.2 (196)	78.9 (295)	87.5 (282)	94.4 (217)	94.5 (91)
Would like to go to college	NYC	30.5 (321)	35.5 (681)	47.9 (698)	59.0 (515)	68.6 (217)
	Comparative	25.0 (120)	36.5 (227)	51.4 (245)	58.7 (201)	73.4 (83)
Would like to go to trade or technical school	NYC	27.7 (321)	24.3 (681)	19.4 (698)	11.0 (515)	8.2 (217)
	Comparative	35.0 (120)	26.4 (227)	19.1 (245)	11.9 (201)	6.0 (83)
Any fascinating subjects? Yes	NYC	53.5 (583)	69.5 (950)	78.6 (885)	85.1 (581)	86.8 (228)
	Comparative	65.9 (197)	73.4 (298)	81.4 (285)	87.5 (217)	86.8 (91)
Only one fascinating subject	NYC	63.6 (311)	54.5 (660)	46.9 (696)	43.1 (494)	36.8 (198)
	Comparative	50.0 (130)	33.4 (218)	37.5 (232)	28.9 (190)	24.0 (79)

*The table is to be read as follows: 17.9 per cent of the 579 enrollees who scored lowest on the Index thought that all their teachers have done their best to help.

TABLE 5.26

RACE AND HIGH SCHOOL ADJUSTMENT

(Respondent's Race by His Rank on the Index of High School Adjustment: Per Cent)

Rank on the Index of High School Adjustment	Race									
	NYC Group					Comparative Group				
	White	Negro	Oriental	American Indian	Other	White	Negro	Oriental	American Indian	Other
Zero (0)	27.4	11.7	40.0	18.2	20.0	26.4	12.5	33.3	32.2	0.0
Low (1)	31.2	28.2	30.0	29.3	25.0	30.1	25.2	0.0	32.2	40.0
Low-Med. (2)	23.8	29.6	10.0	29.3	20.0	22.5	28.5	33.3	22.5	40.0
Med.-High (3)	12.9	21.6	15.0	14.2	30.0	15.3	23.0	0.0	9.6	20.0
High (4)	4.4	8.6	5.0	8.7	5.0	5.4	10.6	33.3	3.2	0.0
Total %	99.7	99.7	100.0	99.7	100.0	99.7	99.8	99.9	99.7	100.0
N	1180	1832	20	126	20	404	621	3	31	5

N	3178	N	1064
Index NA	382	Index NA	90
Other NA	42	Other NA	16
Refusal	13	Refusal	3
Omitted	2	Omitted	6
Total	3617	Total	1179

the orientals and the "others" are too small to make comparisons meaningful.) Approximately 60 per cent of the whites, but only 40 per cent of the Negroes, fall into the two lowest ranks in each group. Only the American Indians show a difference: 64 per cent in the comparative group fall into the two lowest ranks, while only 47 per cent of the Indian enrollees do so. Even this difference is suspect, however, for there are only 31 Indians in the comparative group.

Other factors. The remaining background factors are simply unrelated to rank on the Index of High School Adjustment for either the enrollees or the students in the comparative group. These factors are: age, sex, year in school; whether the student is living with both parents; the identity of the main wage earner in the family. For the sake of completeness, these tables are included in Appendix E.

Conclusion. Except in the case of parental ambitions for their children -- as perceived by the children themselves -- we find no differences existing between the enrollees and the comparative group in the relationships of these general background factors to high school adjustment. The absence of such differences is encouraging. It means either one of two things: (1) that the combination of less favorable family situations and general poverty (the case of the NYC enrollees) does no more damage to high school adjustment than less favorable family situations without general poverty (the case of the comparative group);or (2), that the damage to high school adjustment was prevented or alleviated by enrollment in NYC. Which of these alternatives is really the correct interpretation is impossible to determine from the present data. The answer could be supplied only by data gathered previous to the time of enrollment in NYC.

We shall reserve comment on the one difference which does exist for the general conclusion of this chapter, so that we can combine these comments with those resulting from the "Index of Practicalism" analysis.

Index of Practicalism

Because one of the Neighborhood Youth Corps' legislated objectives is to help the enrollees see the connection between the world of education and the world of work, we decided to include several items in the questionnaire which, in combination, can demonstrate how clearly the enrollees see the "payoff" value of a complete education. For this purpose, we chose the items used by Johnstone and Rivera to form their "Index of Practicalism," and combined them just as the original authors did so that we could use the identical analytic device.*

The Index of Practicalism is developed from the responses given by the enrollees to three questions, each aimed at tapping a different aspect of a "practical" orientation to education. Specifically, we asked them the following questions:

1) People think differently about what is important in helping a person get ahead. We'd like to know what you think. We have made a list of six things people think are important. Which two do you think are most important in helping a person get ahead? [The checklist included "brains," "a good education," "good luck," "hard work," "knowing the right people," and "personality" (Question 7).]

2) How important is it to have a college education in order to be respected and looked up to by most people around here? [The response pattern allowed for varying degrees of importance: "absolutely necessary," "it helps, but isn't necessary," "doesn't matter one way or the other," "you're better off without it," and "I don't know" (Question 12A).]

3) How important is it to have a college education in order to get a good paying job around here? [The possible choices were the same as for number two above (Question 12B).]

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* Johnstone and Rivera, op. cit., chapter 18.

The students were given one point for each response which indicated strong educational practicalism -- i.e., "a good education" to the first question and "absolutely necessary" to the second and third. Thus the index scores range from 0 to 3. The idea behind the Index is simply that it provides a graduated measure of how closely the students see education tied to future occupational success. How the students responded to each question forming the Index is presented in Table 5.27 ; their distribution on the Index is presented in Table 5.28. On all levels of practicalism there is no real difference between the NYC group and the comparative group.

Validity of the Index

We used three questions to test the validity of the Index of Practicalism. First, if the Index really does provide a measure of the students' perception of the connection between educational and occupational success, then proportionately more of the respondents who rank high on the Index should feel that it is very important for them "personally to get ahead in life." Table 5.29 shows that this is so. Even though virtually all the enrollees (81 per cent) said that it was "very important" for them to get ahead, the Index shows that 75 per cent of those in the lowest rank think so, while 88 per cent of those in the highest rank take the same position. A similar difference exists for the comparative group: 78 per cent answered that it was very important for them to get ahead; of these, 70 per cent are very low and 90 per cent are very high on the Index. For both groups, the intervening ranks run in the expected direction.

TABLE 5.27

QUESTIONS FORMING THE INDEX OF PRACTICALISM

(Per Cent)

A. People think differently about what is important in helping a person get ahead. We'd like to know what you think. We have made a list of six things people think are important, Which two do you think are most important in helping a person get ahead? (Q. 7)

	NYC Group		Comparative Group	
	Most Important	Next Most Important	Most Important	Next Most Important
Brains	10.2	5.2	12.5	5.9
A good education .	45.5	16.5	47.4	16.7
Good luck	0.5	5.8	0.0	5.1
Hard work	6.2	18.5	6.4	20.2
Knowing the right people. . .	1.0	6.1	1.7	7.1
Personality . . .	7.5	22.4	8.5	24.8
I don't know . . .	0.7	1.1	0.4	0.9
No answer	28.3	24.3	23.0	19.2
Refusal	0.1	0.1	0.0	0.0
Total %	100.0	100.0	99.9	99.9
N	3533	3533	1143	1143

B. How important is it to have a college education in order to be respected and looked up to by most people around here? (Q. 12A)

	NYC Group	Comparative Group
Absolutely necessary	35.4	31.2
It helps, but isn't necessary	50.4	53.9
Doesn't matter one way or the other	7.7	9.0
You're better off without it	0.8	0.8
I don't know	4.8	4.4
No answer	0.9	0.7
Refusal	0.0	0.0
Total %	100.0	100.0
N	3533	1143

C. How important is it to have a college education in order to get a good paying job around here? (Q. 12B)

	NYC Group	Comparative Group
Absolutely necessary	52.2	51.7
It helps, but isn't necessary	40.3	40.8
Doesn't matter one way or the other	2.3	2.4
You're better off without it	0.6	0.6
I don't know	3.5	3.9
No answer	1.0	.6
Refusal	0.1	0.0
Total %	100.0	100.0
N	3533	1143

TABLE 5.28

DISTRIBUTION OF THE NYC GROUP AND THE COMPARATIVE GROUP ON THE INDEX OF PRACTICALISM

Index Score	NYC Group		Comparative Group		Index Description
	N	Per Cent	N	Per Cent	
Zero	435	12.3	146	12.7	Least Practical
One	1186	33.5	401	35.0	Less Practical
Two	1019	28.8	315	27.5	More Practical
Three	596	16.8	190	16.6	Most Practical
No Answer	297	8.4	91	7.9	
Total	3533	99.8	1143	99.7	

TABLE 5.29

PRACTICALISM AND IMPORTANCE OF GETTING AHEAD

(Respondent's Rank on The Index of Practicalism by His Perception of the Importance of Getting Ahead: Per Cent)

How important is it to you, personally to get ahead in life? (Q.4)	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Very important	75.1	77.1	86.2	88.9	70.4	74.6	86.3	90.1
Pretty important . . .	20.0	19.5	11.5	9.5	20.8	22.3	11.8	8.8
Not so important . . .	4.5	3.1	2.1	1.1	8.0	2.2	1.5	1.0
Unimportant	0.2	0.1	0.0	0.3	0.6	0.7	0.3	0.0
Total %	99.8	99.8	99.8	99.8	99.8	99.8	99.9	99.9
N	443	1212	1049	608	149	402	330	192

N	3312	N	1073
Index NA	300	Index NA	93
Other NA	5	Other NA	12
Refusal	0	Refusal	1
Total	3617	Total	1179

If the Index is really a measure of what we are calling "practicalism," we would expect that proportionately more of those who are very high on the Index would like to continue their education after high school. Table 5.30 shows this to be so. Again, a high proportion (77 per cent) of the NYC group (81 per cent of the comparative group) replied that they would like to continue their education beyond high school; but 89 per cent of the NYC enrollees ranking highest on the Index (92 per cent in the comparative group) stated that they would like to continue their education beyond high school, while only 68 per cent of the enrollees lowest on the Index (73 per cent in the comparative group) responded similarly. Here, again, the figures for the intermediate ranks run in the expected direction.

The third question used to test the Index was this: "How disappointed would you be if you had to drop out of high school without graduating?" Eighty-four per cent of both the NYC group and the comparative group stated that they would be very disappointed if they had to drop out of high school. Table 5.31 shows that 76 per cent of the NYC group who are lowest on the Index of Practicalism (79 per cent of those in the comparative group) would be very disappointed if they had to drop out of school without graduating, whereas 89 per cent of the enrollees who are highest on the Index (91 per cent of those in the comparative group) would be very disappointed. Although the responses do not vary greatly according to degree of practicalism, they do indicate that, as practicalism increases, so does the proportion of the respondents who would be disappointed if they had to drop

TABLE 5.30

PRACTICALISM AND DESIRE TO CONTINUE EDUCATION

(Respondent's Rank on the Index of Practicalism by His Desire to Continue His Education after Graduation from High School: Per Cent)

Would you like to continue your education after high school if it were just up to you? (Q.78)	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Yes	68.8	73.4	84.1	89.0	73.3	77.7	87.7	92.7
No	15.6	12.8	7.0	4.6	16.6	12.1	5.1	4.1
Don't Know	15.4	13.7	8.8	6.3	10.0	10.1	7.0	3.0
Total %	99.8	99.9	99.9	99.9	99.9	99.9	99.8	99.8
N	434	1201	1039	602	150	404	327	194

N	3276	N	1075
Index NA	300	Index NA	93
Other NA	40	Other NA	11
Refusal	1	Refusal	0
Total	3617	Total	1179

TABLE 5.31

PRACTICALISM AND DISAPPOINTMENT AT NOT GRADUATING

(Respondent's Rank on the Index of Practicalism By How Disappointed He Would Feel If He Had to Drop Out of High School: Per Cent)

How disappointed would you feel if you had to drop out of high school without graduating? (Q.83)	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Very disappointed	76.5	84.4	88.0	89.6	79.8	83.7	89.0	91.7
Pretty disappointed	17.2	11.4	9.0	7.9	11.4	12.3	9.7	6.1
Not so disappointed	5.0	3.5	2.4	1.3	6.0	3.6	0.9	0.0
Not at all disappointed	1.1	0.5	0.3	1.1	2.6	0.2	0.3	2.0
Total %	99.8	99.8	99.7	99.9	99.8	99.8	99.9	99.8
N	440	1201	1041	606	149	406	329	194

N	3288	N	1078
Index NA	300	Index NA	93
Other NA	28	Other NA	8
Refusal	1	Refusal	0
Total	3617	Total	1179

out of high school without graduating. The reason for the high figures in each category is that the great majority are committed to the American belief in education. But, in spite of this majority belief, the Index does show a range of proportionately more or less acceptance of it.

Thus, the answer-pattern to the three questions testing the validity of the Index of Practicalism does indicate that the Index is a measure of the educational-occupational "practicalism" of the respondents. Since the Index was used with similar results for both the NYC group and the comparative group, it can be considered a reliable instrument, and we shall use it as an analytic device for scrutinizing other data.

Practicalism and NYC

Table 5.32 shows the proportions of enrollees within each job type of NYC that fall into the low-high ranks on the Index of Practicalism. Majorities of the enrollees working as service aides (57 per cent), unskilled manual aides,and semi-skilled manual aides (53 per cent) are high on the Index. Half of the academic aides in high schools and 48 per cent of the academic aides not working in high schools are high on the Index. Proportionately slightly fewer enrollees among the other groups are high: office aides, 46 per cent; library aides, 44 per cent; and hospital aides, 41 per cent. Clearly, job classification is unrelated to practicalism: blue collar jobs are a little higher on the Index but they are overwhelm-

TABLE 5.32

JOB CLASSIFICATION AND PRACTICALISM

(Enrolee's NYC Job Type by His Rank on the Index of Practicalism: Per Cent)

Rank on the Index of Practicalism	What Kind of NYC Job Have You?							
	Acad. Aide H.S.	Lib-rary Aide	Acad. Aide Not H.S.	Office Aide	Hos-pital Aide	Ser-vice Aide	Un-Sk. Manual Aide	Semi-Sk. Manual Aide
Low (0,1)	49.3	55.3	51.6	53.2	58.3	42.9	46.8	47.1
High (2,3)	50.5	44.6	48.2	46.6	41.5	56.9	53.0	52.8
Total %	99.8	99.9	99.8	99.8	99.8	99.8	99.8	99.8
N	417	300	232	720	130	249	1024	70

N	3142
Index NA	300
Other NA	170
Refusal	5
Total	3617

ingly filled by males and males are slightly higher on the Index than females (cf. Table 3.39 and Appendix Table E.7).

Table 5.33 indicates that there is almost no relation between practicalism and job satisfaction. The single exception is in the highest rank on the Index -- and even here, the relationship is slight (40 - 60 per cent). Thus, speaking generally, whether or not an enrollee is practically oriented has nothing to do with his job satisfaction, and vice-versa.

We asked the enrollees about their attitudes toward NYC in terms of how much NYC was helping them to get ahead, to gain job "know-how," and to stay in school. The percentage of those on each level of practicalism who felt that they were getting "as much" or "almost as much" as they wanted, is found on Table 5.34. There is no difference from one level of practicalism to another for each attitude; but the majority in each index rank have a favorable attitude to NYC.

When we put the last question more concretely and ask the enrollees whether "having an NYC job has increased your chances of graduating from high school," a different pattern emerges (Table 5.35). Of those who believe that their NYC job has "greatly" increased their chances, 62 per cent are rated high on the Index of Practicalism, while only 37 per cent are low. On the other hand, only 42 per cent of those who say that their NYC job "makes no difference" are high on the Index, whereas 57 per cent are low. There are two possible explanations for this correlation: either those

TABLE 5.33

JOB SATISFACTION AND PRACTICALISM

(Respondent's Rank on the Index of
Job Satisfaction by His Rank on the
Index of Practicalism: Per Cent)

Rank on the Index of Practicalism	Rank on Job Satisfaction Index			
	Low 0	1	2	High 3
Low (0,1)	54.1	52.1	49.1	39.9
High (2,3)	45.8	47.7	50.7	59.9
Total %	99.9	99.8	99.8	99.8
N	696	1025	1067	417

N	3205
Index NA	300
Other NA	112
Refusal	0
Total	3617

TABLE 5.34

PRACTICALISM AND ATTITUDES TOWARD NYC

(Respondent's Rank on the Index of Practicalism
by His Attitudes toward NYC: Per Cent)

Attitudes toward NYC	Index of Practicalism			
	Zero 0	Low 1	Med. 2	High 3
Getting "as much" or "almost as much" chance to get ahead as I want	65.7 (423)*	64.5 (1177)	69.4 (1010)	67.5 (564)
Getting "as much" or "almost as much" job know-how as I want	74.2 (424)	77.7 (1186)	81.8 (1017)	76.9 (579)
Getting "as much" or "almost as much" chance to stay in school as I want	81.4 (415)	85.4 (1158)	87.9 (996)	90.3 (561)

*The table is to be read as follows: 65.7 per cent of the 423 enrollees who scored lowest on the Index thought that they were getting "as much" or "almost as much" chance to get ahead as they wanted.

TABLE 5.35

NYC JOB, INCREASED CHANCE OF GRADUATING AND PRACTICALISM

(Enrollee's Perception of NYC Job as Increasing His Chance of Graduating by His Rank on the Index of Practicalism: Per Cent)

Rank on the Index of Practicalism	Do you think that having an NYC job has increased your chances of graduating from high school? (Q. 57)		
	Yes, greatly	Yes, somewhat	Makes no difference
Low (0, 1)	37.0	50.3	57.8
High (2, 3)	62.8	49.6	42.0
Total %	99.8	99.9	99.8
N	841	1138	1287

N	3266
Index NA	300
Other NA	43
Refusal	8
Total	3617

students who are already "highly practical" find that NYC is a real help to graduation; or those greatly helped by NYC toward graduation are brought to see the connection between education and occupation. In either case, NYC is performing a real service to these enrollees.

Practicalism, Counseling, and Adjustment

Sixty-four per cent of the NYC enrollees and 63 per cent of the comparative group report that they have had interviews with counselors. However, as Table 5.36 shows, there is no correlation between rank on the Index and the incidence of counseling: in both the NYC sample and the comparative group, half of those who had at least one interview are high on the Index; but half of those who never had an interview are also high on the Index.

It is only when we consider a further question -- namely, how the respondents feel about their interviews -- that differences appear. Table 5.37 shows that as rank on the Index increases from zero to high, the larger is the proportion of enrollees and members of the comparative group who feel that counseling "helps a lot."

The respondents who felt that counseling had helped them were asked to specify the ways in which they felt they were helped. Contrary to the relationship uncovered between counseling and high school adjustment (cf. Table 5.12), rank on the Index of Practicalism is unrelated to the feeling that counseling "made me feel better about things in general" for

TABLE 5.36

INTERVIEWING AND PRACTICALISM

(Incidence of Counseling by Enrollee's Rank on the Index of Practicalism: Per Cent)

Rank on the Index of Practicalism	At Least One Personal Interview with Counselor			
	NYC Group		Comparative Group	
	Yes	No	Yes	No
Low (0,1)	49.1	51.1	51.3	51.9
High (2,3)	50.7	48.7	48.6	47.8
Total %	99.8	99.8	99.9	99.7
N	2136	1142	693	386

N	3278	N	1079
Index NA	300	Index NA	93
Other NA	33	Other NA	7
Refusal	0	Refusal	0
Total	3617	Total	1179

TABLE 5.37

PRACTICALISM AND BENEFITS FROM COUNSELING

(Respondent's Rank on the Index of Practicalism by His Perception of Benefits from Counseling: Per Cent)

Benefits from Counseling	Index of Practicalism				
	Group	Zero 0	Low 1	Med. 2	High 3
Counseling helps "a lot"	NYC	39.1 (263)*	41.7 (767)	56.1 (668)	57.3 (396)
	Comparative	32.2 (96)	36.8 (258)	45.5 (215)	56.6 (120)
Counseling has helped "in general"	NYC	46.5 (245)	47.1 (730)	48.6 (648)	46.1 (379)
	Comparative	33.7 (86)	43.6 (229)	34.6 (205)	37.3 (115)
Counseling has helped with career decision	NYC	37.9 (245)	44.6 (730)	48.6 (648)	50.3 (379)
	Comparative	54.6 (86)	58.0 (229)	55.1 (205)	53.0 (115)

*The table is to be read as follows: 39.1 per cent of the 263 enrollees who scored lowest on the Index thought that counseling helps "a lot."

either NYC or the comparative group; there is only the slightest relationship between rank on the Index and help derived from counseling for career decisions for NYC and none at all for the comparative group.

Interesting for NYC, however, is the fact that, once again, in both the "helps a lot" and "helps in general" categories, the percentages for the NYC group are higher than those for the comparative group on each rank of the Index; while, as regards career decision, the percentages for the comparative group are higher. Again, it seems, the NYC enrollees are somewhat more concerned with general, day-to-day problems, while the comparative group members are addressing themselves to more specific plans for the future. Each group, therefore, may be placing its conception of the value of counseling in different places, but this only serves to heighten both the need and the general effectiveness of counseling.

The relationship between high school adjustment and practicalism becomes clear in Table 5.38. For both NYC and comparative groups, as rank on the Index of High School Adjustment increases, so does the percentage of those ranking high on the Index of Practicalism. (There is one reversal of the expected direction of the percentages in the "high" category for the comparative group.) Thus, the higher a person's high school adjustment, the more likely it is that he will be high on the Index of Practicalism.

The relationship between high school adjustment and practicalism was not unexpected: students well adjusted to high school ordinarily see the connection between high school and further education as well as the respect,

TABLE 5.38

HIGH SCHOOL ADJUSTMENT AND PRACTICALISM

(Respondent's Rank on the Index of High School Adjustment
by His Rank on the Index of Practicalism: Per Cent)

Rank on the Index of Practicalism	Rank on High School Adjustment Index									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med 2	Med-High 3	High 4	Zero 0	Low 1	Low-Med 2	Med-High 3	High 4
Low (0,1)	65.4	53.3	46.8	39.2	38.8	68.3	54.6	47.8	40.9	50.0
High (2,3)	34.4	46.4	53.0	60.5	61.0	31.5	45.2	52.0	58.9	50.0
Total %	99.8	99.7	99.8	99.7	99.8	99.8	99.8	99.8	99.8	100.00
N	518	881	839	551	216	174	274	269	207	88

N	3005	N	1012
Index NA	382	Index NA	90
Other NA	612	Other NA	77
Refusal	0	Refusal	0
Total	3617	Total	1179

however grudgingly given, for an education which enhances job opportunities. The relationship between counseling and practicalism, however, reenforces our earlier finding concerning the connection between counseling and high school adjustment. *Counseling has its measurable effect only when it is perceived as beneficial by the enrollee*. Obviously, then, counseling will never have a dramatic statistical effect; but, just as obviously, it is helpful to many enrollees. *The fact that only two-thirds of the enrollees have had counseling interviews, and the fact that not all of those who have had interviews have felt benefited by them, are indications that the counseling services are understaffed, not that the counselors are ineffective*.

Practicalism and Attitudes toward School Life

Perception of self is an important element in the life of a teenager, and knowledge of how the teenager sees himself is important for the counselors, teachers, and other adults who deal with him. Therefore, in seeking this knowledge, we asked two questions about self-image. The first inquired whether the respondent worked "harder than," "about the same as," or "not as hard as" other people. Table 5.39 shows first that there is little change in each response category from low to high on the Index of Practicalism for both NYC and comparative groups. Secondly, the highest percentage at each level of the Index is in the response category of "about

TABLE 5.39

PRACTICALISM AND SELF-IMAGE AS WORKER

(Respondent's Rank on the Index of Practicalism by

His Perception of Himself As a Worker: Per Cent)

Do you think you work harder than most other people, about the same, or not as hard? (Q.8)	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Harder	15.5	15.3	16.2	17.7	16.6	17.9	16.7	23.5
About the same	63.9	65.1	62.5	58.9	61.3	58.7	64.7	56.9
Not as hard	15.9	14.0	14.9	17.2	15.3	17.9	13.0	14.3
I don't know	4.5	5.4	6.2	6.1	6.6	5.4	5.4	5.1
Total %	99.8	99.8	99.8	99.9	99.8	99.9	99.8	99.8
N	438	1206	1036	604	150	407	329	195

N	3284	N	1081
Index NA	300	Index NA	93
Other NA	29	Other NA	5
Refusal	4	Refusal	0
Total	3617	Total	1179

the same" for both groups, clustering around 60 per cent. It seems that, at all levels of Practicalism, the great majority of respondents classify themselves as no better and no worse than most others.

The second question inquired whether the respondent could learn to do new things on a job "faster than," about the same as," or "not as fast as" other people. Table 5.40 shows that there are very small changes in each response category from low to high on the Index for both groups. As in the previous table, the highest percentage at each level of the Index is in the response category of "about the same" for both groups. Again, the great majority of respondents classify themselves as no better and no worse than most others. Subjective identification with the general group is strong, despite the differences we have found in regard to high school adjustment and practicalism.

The students were asked three questions regarding their attitudes toward school subjects. Table 5.41 presents the results of these questions. First of all, the responses to an inquiry about doing extra reading for school subjects show that for the NYC group there is a slight increase in the percentage of enrollees who do extra reading, as we go from the lowest to the highest level of the Index of Practicalism. The range is from 57 per cent of the lowest to 73 per cent of the highest. (The comparative group remains fairly constant throughout.) Secondly, for both the NYC and comparative groups, the percentages run in the expected directions for the

TABLE 5.40

PRACTICALISM AND SELF-IMAGE AS LEARNER

(Respondent's Rank on the Index of Practicalism by His

Perception of Himself As a Learner: Per Cent)

What about learning to do new things on a job: do you think you can learn them faster than most other people, about the same, or not as fast? (Q.9)	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Faster	25.9	26.5	24.9	28.0	39.3	28.3	34.4	31.2
About the same	63.4	64.4	64.6	61.9	51.3	64.0	54.3	60.0
Not as fast	6.3	5.6	7.0	5.1	8.0	3.9	6.0	3.0
I don't know	4.2	3.3	3.3	4.9	1.3	3.6	5.1	5.6
Total %	99.8	99.8	99.8	99.9	99.9	99.8	99.8	99.8
N	443	1213	1048	607	150	409	331	195

	NYC Group		Comparative Group
N	3311	N	1085
Index NA	300	Index NA	93
Other NA	3	Other NA	1
Refusal	3	Refusal	0
Total	3617	Total	1179

TABLE 5.41

PRACTICALISM AND ATTITUDES TOWARD SCHOOL SUBJECTS

(Respondent's Rank on the Index of Practicalism by His
Attitudes toward School Subjects: Per Cent)

Attitudes toward School Subjects	Group	Index of Practicalism			
		Zero 0	Low 1	Med. 2	High 3
"There are subjects taught in my high school which I spend my own time reading up on, or trying to learn more about, besides the homework I have to do"	NYC	57.3	61.9	68.5	73.8
		(434)*	(1205)	(1037)	(604)
	Comparative	62.1	61.4	71.4	70.8
		(148)	(405)	(329)	(192)
"All or most of this year's school subjects are really interesting"	NYC	45.6	47.8	59.8	62.6
		(440)	(1207)	(1036)	(604)
	Comparative	37.2	44.4	57.1	65.6
		(150)	(409)	(332)	(195)
"On the average, I spend two hours or more a day doing homework"	NYC	35.1	38.2	42.1	47.5
		(436)	(1205)	(1037)	(604)
	Comparative	20.5	26.0	31.0	34.8
		(145)	(401)	(327)	(192)

*The table is to be read as follows: 57.3 per cent of the 434 enrollees who scored lowest on the Index said that there were subjects on which they spent their own time reading.

question as to whether all or most of the current school subjects are "really interesting." In the comparative group especially, the range is rather wide; from 37 per cent of "zero" category on the Index to 65 per cent of the "high" category on the Index. The percentages for NYC and comparative groups again proceed in the expected direction when we asked about spending two or more hours a day doing homework. Although the range from zero to high is slight (35 per cent to 47 per cent in the NYC group, and 20 per cent to 34 per cent in the comparative group), there is the indication that a somewhat higher percentage of those who are high on the Index of Practicalism spend two or more hours on homework than those who are low on the Index.

The percentages for the NYC and comparative groups are similar for doing extra reading and finding most school subjects interesting. In addition, for spending two hours or more a day on homework, the NYC group percentages are higher than those for the comparative group.

Table 5.42 shows that of those who are high on the Index 75 per cent (74 per cent in the comparative group) believe that it has been "very important" for them to study hard and get good grades, while only 47 per cent of those who are low on the Index (38 per cent in the comparative group) believe the same. Thus, three-fourths of those who are highly practical about their future value hard study and good grades, while less than half (less than two-fifths in the comparative group) of those who are low hold such values.

TABLE 5.42

PRACTICALISM AND IMPORTANCE OF STUDY AND GOOD GRADES

(Respondent's Rank on the Index of Practicalism by His Perception
of the Importance of Study and Good Grades: Per Cent)

When you think back over your high school days, how important has it been for you to study hard and get good grades? (Q.62)	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Very important	47.6	55.3	69.6	75.0	38.0	51.7	66.1	74.7
Pretty important	38.9	38.6	25.1	22.1	44.6	39.3	29.6	21.6
Not so important	12.0	5.7	4.8	2.5	16.0	8.4	4.2	3.0
Unimportant	1.3	0.2	0.3	0.3	1.3	0.4	0.0	0.5
Total %	99.8	99.8	99.8	99.9	99.9	99.8	99.9	99.8
N	439	1204	1033	600	150	404	331	194

N	3276	N	1079
Index NA	300	Index NA	93
Other NA	38	Other NA	6
Refusal	3	Refusal	1
Total	3617	Total	1179

The respondents' attitudes toward their teachers are quite similar for both NYC and comparative groups, except at the lowest level of Practicalism. Table 5.43 shows that, in answering that "all" or "most" of their teachers have done their best to help the respondents get through high school, the percentages at the low, medium, and high ranks of Practicalism are high and about the same for both groups. However, 73 per cent of those at the zero level of Practicalism in the NYC group say that all or most of their teachers have done their best, while only 58 per cent at the zero level in the comparative group answer similarly.

The data just presented correlating practicalism and attitudes to school life reveal almost no difference existing between the NYC enrollees and the comparative group. Certainly the enrollees do not see themselves as different from their peers outside of NYC in regard to work habits or ability to learn, no matter how "practical" a view they have toward future education and occupation. Only negligible differences appear between the two groups in their attitudes toward high school subjects, although comparatively more enrollees than comparative group members, at every index level, say that they spend at least two hours a day doing homework; again at every index level slightly higher proportions of enrollees say that it is "very important" to them to "study hard and get good grades." These are small -- but definite -- indications that NYC has a generally pervasive effect on the enrollees' attitudes toward school work. Finally, the fact that 73 per cent

TABLE 5.43

PRACTICALISM AND ATTITUDES TOWARD TEACHERS

(Respondent's Rank on the Index of Practicalism by His Perception

of the Help Received from Teachers: Per Cent)

Do you think your teachers have done their best to help you get through high school? (Q.70)	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Yes, all have	27.6	27.9	35.2	41.0	20.8	25.6	37.9	44.8
Yes, most have	45.3	44.8	45.1	40.9	36.9	47.7	41.9	38.6
Only a few have	23.0	24.3	17.9	17.3	37.5	24.3	19.4	15.9
None has	3.9	2.9	1.6	0.6	4.6	2.2	0.6	0.5
Total %	99.8	99.9	99.8	99.8	99.8	99.8	99.8	99.8
N	434	1205	1035	601	149	406	329	194

	NYC Group		Comparative Group
N	3275	N	1078
Index NA	300	Index NA	93
Other NA	36	Other NA	8
Refusal	6	Refusal	0
Total	3617	Total	1179

of the enrollees who are on the zero rank of the Practicalism Index -- as opposed to only 58 per cent of the comparative group in the same rank -- think that "all or almost all" of their teachers "have done their best to get them through high school" is a sign that NYC is reaching even this least motivated (in school terms) group.

Practicalism and Background Factors

Race. Table 5.44 shows that there are extraordinarily strong differences among the races on the Index of Practicalism. Among the NYC enrollees only 38 per cent of the whites are high on the Index, while 57 per cent of the Negroes and 56 per cent of the American Indians are high. The difference between whites and Negroes is even sharper for the comparative group: high on the Index are only 30 per cent of the whites but 60 per cent of the Negroes. (Fifty-one per cent of the Indians are high, but the base number is small: 27 cases. The base numbers for the orientals and "other" are too small to be reliable for either group.)

These striking differences can be explained only in terms of the minority group status of Negroes and Indians. Whether or not many in these two groups will actually go on for further education, they are proportionately far more conscious than are the whites of the need for education for them to get on in the world. They are doubtless correct. Job opportunities and

TABLE 5.44

RACE AND PRACTICALISM

(Respondent's Race by His Rank on the Index of Practicalism: Per Cent)

Rank on The Index of Practicalism	Race									
	NYC Group					Comparative Group				
	White	Negro	Oriental	American Indian	Other	White	Negro	Oriental	American Indian	Other
Low (0, 1)	61.3	42.8	49.9	43.4	36.8	69.5	39.5	50.0	48.1	40.0
High (2, 3)	38.5	57.0	49.9	56.4	63.1	30.3	60.4	50.0	51.8	60.0
Total %	99.8	99.8	99.8	99.8	99.8	99.8	99.9	100.0	99.9	100.0
N	1212	1878	24	115	19	401	622	4	27	5

N	3248	N	1059
Index NA	300	Index NA	93
Other NA	52	Other NA	18
Refusal	14	Refusal	3
Omitted	3	Omitted	6
Total	3617	Total	1179

social respect come to the Negro far less easily than to the white, however limited are the chances for the white enrollees and white students being studied in this report. The Negroes and Indians are relatively more deprived -- and apparently quite conscious of their deprivation -- than are the whites.

Educational Expectations. We asked the respondents how far their parents wanted them to go in school, and their replies are presented on Tables 5.45 (father's expectations) and 5.46 (mother's expectations). In both instances the important categories are "graduate from high school" and "graduate from college."

Table 5.45 shows that, for the NYC group, rank on the Index of Practicalism is sharply responsive to what the enrollees feel are their parents' educational expectations for them. Half of the enrollees on the zero and low index ranks feel that the limit of their father's educational ambition for them is to graduate from high school (with approximately 7 per cent in each case feeling that their father's ambition was not even that high). But more than one-third (37 per cent) and more than two-fifths (42 per cent) of the enrollees in the medium and high index ranks, respectively, think that their fathers want them to graduate from college, while approximately only 30 per cent of each index rank put the limit of their father's ambition for them at the high school level or less. Table 5.46 shows that the same pattern is true -- and even more sharply so -- when the educational expectations of the mothers of the enrollees are considered.

TABLE 5.45

PRACTICALISM AND FATHER'S EDUCATIONAL EXPECTATIONS

(Respondent's Rank on the Index of Practicalism by His Father's Educational Expectations: Per Cent)

How far does your father -- or did he -- want you to go in school? (Q.123B)	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Finish 8th grade	3.3	4.0	4.6	3.5	9.0	9.6	6.6	9.7
Some high school	4.1	2.5	2.9	3.5	8.1	7.3	10.4	6.2
Graduate high school	46.0	42.0	27.1	22.7	33.6	30.6	28.8	27.9
Some college	11.2	15.8	14.1	13.0	16.3	12.0	8.7	6.9
Graduate college	19.8	23.7	37.2	42.1	17.2	22.0	23.4	27.9
Doesn't care	4.1	3.5	3.7	3.0	0.0	2.3	0.8	1.3
Don't know	11.2	8.2	10.0	11.7	15.4	16.0	20.9	19.5
Total %	99.7	99.7	99.6	99.5	99.6	99.8	99.6	99.4
N	267	796	685	391	110	300	239	143

N	2139	N	792
Index NA	300	Index NA	93
Other NA	102	Other NA	20
DNA	1076	DNA	274
Total	3617	Total	1179

TABLE 5.46

PRACTICALISM AND MOTHER'S EDUCATIONAL EXPECTATIONS

(Respondent's Rank on the Index of Practicalism by His Mother's Educational Expectations: Per Cent)

How far does your mother -- or did she -- want you to go in school? (Q.124B)	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Finish 8th grade	3.8	2.7	2.9	2.4	4.8	5.9	5.2	3.7
Some high school	5.3	3.0	4.1	4.0	8.8	9.7	6.4	11.7
Graduate high school	46.0	41.3	29.7	23.5	36.0	33.2	28.1	29.0
Some college	17.7	19.0	14.2	15.9	16.8	13.4	14.4	11.7
Graduate college	20.9	28.2	42.5	47.5	23.2	26.9	35.3	33.3
Doesn't care	0.6	1.1	0.9	0.6	3.2	1.2	0.8	0.0
Don't know	5.3	4.3	5.4	5.8	7.2	9.4	9.6	10.4
Total %	99.6	99.6	99.7	99.7	100.0	99.7	99.8	99.8
N	315	919	771	446	125	319	249	162

	NYC Group		Comparative Group
N	2451	N	855
Index NA	300	Index NA	93
Other NA	134	Other NA	18
DNA	732	DNA	213
Total	3617	Total	1179

Most interesting is the fact that these strong differences are washed out among the comparative group members. Only slight differences appear for them in Tables 5.45 and 5.46. The inference is obvious: When high parental educational ambitions and the NYC program are *both* present in the life of a student, they act upon him in conjunction, *with the result that the student places a higher value on good education and further education than he would if either one of the factors were lacking*. Neither factor is sufficiently strong to make much of an impact in itself; but when *both* are present there is a real "payoff."

Other Factors. Age, grade in school, sex, and family factors (such as "living with both parents," and "father or mother as main wage earner) have no -- or almost no -- relationship with Practicalism. The tables for these variables can be found in the Appendix: age, Table E.5; grade in school, Table E.6; sex, Table E.7; family factors, Table E.8.

Conclusion. The differences in the racial distribution on the Index of Practicalism indicate that the non-whites are "hungrier" than the whites -- and thus may be easier to aid through the NYC In-School Program than are the whites unless they give up their goals as unattainable. The fact that the "remote" background factors do not affect the students' practicalism is encouraging, because such factors as age, sex and the identity of a family's main wage earner cannot be controlled by NYC. But the educational ambitions of parents for their children can be raised, at least in some cases, by various school programs.

Concluding Summary

Because two of the legislated goals of NYC are to help impoverished youngsters to graduate from high school and to help them see the connection between educational and occupational success, we have used two basic measures throughout this chapter. On the common sense theory that youngsters who are more successful in adjusting to the demands and expectations of high school are more likely to graduate from high school, we employed the Index of High School Adjustment to divide the students into more or less successful "adjustors." And on the common sense theory that those who value a good (and further) education as a means of getting ahead are the ones who not only see the relationship between education and occupation but will also most probably try to get such an education, we used the Index of Practicalism to divide the students into more or less "practical" groups. The question then becomes this: What has this analytic strategy revealed about the enrollees, both as a group and in relation to the comparative group? First we shall deal with the variables which apply only to them; then we shall deal with those which apply to both.

It is clear that job satisfaction is related to high school adjustment. Therefore, the factors which increase job satisfaction or decrease job dissatisfaction increase the likelihood of successful high school adjustment (cf. Part I, p.74 of this report). But job satisfaction is not related to practicalism, except in the highest index rank. Thus it appears that satisfaction or dissatisfaction with a particular NYC job has little effect on one's determination (or lack of it) to seek education as a means of getting ahead in life.

Although "white collar jobs are associated with higher job satisfaction" (Part I, p. 34) they are not nearly so closely associated with high school adjustment. Only the job category of "high school academic aide" is clearly associated with more successful high school adjustment, while the "unskilled manual aide" category holds proportionately more "successful adjustors" than one would expect. (Only 31 per cent scored high on the Index of Job Satisfaction [Table 3.12] while 46 per cent scored high on the Adjustment Index [Table 5.8].) Obviously other factors are at work here. Two of them are counseling and supervision.

The present chapter showed that counseling is related to more successful high school adjustment, in the sense that the students who feel that they have benefited from counseling are more likely to score high on the Index than those who do not. Chapter IV showed that the same situation is true in regard to job satisfaction (Tables 4.3 and 4.4). There were also indications that counseling had an especially good effect on enrollees in blue collar jobs (Part I, p.91). This fact not only helps to explain the unexpectedly high proportion of those in the blue collar category who score high on the Index of High School Adjustment; it also underlines the undramatic but generally pervasive relationship between successful counseling and the desired goals of NYC.

The other intervening factor is supervision (Table 5.10). When the enrollee is convinced that his supervisor and other adults in NYC "care a lot" about him, he is far more likely to score high on the Adjustment Index. Both successful counseling and successful supervision affect enrollees in every job classification. This sort of contact with adults should obviously receive high priority in any NYC program, particularly since there is always a limited number of "high status" jobs in any NYC program.

Successful counseling is also related to Practicalism, as Table 5.37 showed, because the higher the index rank, the greater the proportion of those who felt that counseling had helped them considerably. As a matter of fact, the relationship between successful counseling and every goal of the NYC program has been repeatedly demonstrated in this report and is its most consistent finding.

Differences between the enrollees and the members of the comparative group do not occur frequently in the areas of Adjustment and Practicalism, and, when they do, they are not dramatically large. Proportionately more of the enrollees, at each level of both Indices feel that they have generally benefited from counseling (Tables 5.12 and 5.37). Proportionately a few more of the enrollees at each level of the Index of Practicalism feel that it is very important to study hard and that all their teachers are doing their best to help them get through high school. Again at each level of the Index of Practicalism, proportionately more of the enrollees say that they are doing at least two hours homework per day. These differences are all small, but no less real because they are small. And however small these specific differences are, the fact remains that 60 per cent of the enrollees feel that their membership in NYC has increased their chances of graduating from high school. Even if this is actually true for only half that number, NYC would still be helping an enormous number of impoverished youngsters to graduate from high school.

The differences between the students who are below and above the poverty line in the comparative group gives strong support to the enrollees' claim that NYC is increasing their chances of graduating from high school. As we showed in Tables 5.13 through 5.18, the proportions of the poverty-line members of the comparative group decrease sharply as age and year in school increase; and these same youngsters are considerably more likely to believe that many students drop out of school than are the youngsters above the poverty line. The changes in regard to age and year in school do not take place within the NYC group.

Finally, one other interesting difference between the enrollees and the comparative group turned up. Higher parental educational ambitions for their children apparently have a proportionately greater effect on the adjustment and practicalism of the enrollees than of the comparative group. This is an indication that NYC membership can make a student more responsive to the educational "high hopes" of his parents.

Our general conclusion, then, about the relationship of NYC to the high school experience can only be this: it helps. But it helps many students in many different ways -- as does the whole educational process -- so that it is impossible to point to a few dramatically strong statistical differences between NYC members and their fellow students.

CHAPTER VI

OCCUPATIONAL EXPECTATIONS

The only sure way to measure occupational mobility is to establish the point at which a person enters the labor force and then, over the years, discover whether or not he or she moves upward or downward in terms of an occupational prestige index. Obviously, such a technique is impossible here because school students have not yet entered the labor force at all. But we can ask two questions which are related to occupational mobility insofar as occupational expectations are related to mobility. First, what type of job does the student desire and, second, what actual job does he expect eventually to hold. The students' answers to the first question tell us something about his occupational values; their answers to the second, when compared to their fathers' occupations, tell us something about their mobility expectations. By cross-tabulating the data obtained from the students' responses to the second question with NYC and high school variables, the relationships between mobility expectations and these variables will appear.

To get some idea of the occupational values held by the students, we asked them a series of questions (cf. Questionnaire, q. 72) about the qualities they consider important for their future jobs. Table 6.1 presents their responses, arranged according to topic in descending order of importance. The first clear fact that emerges is that the occupational values of the enrollees and of the comparative group are all but identical, because

TABLE 6.1

OCCUPATIONAL VALUES

(Per Cent)

Type of Job	Degree of Importance*							
	NYC Group				Comparative Group			
	(1)	(2)	(3)	Total	(1)	(2)	(3)	Total
1. A steady job that I can count on keeping.	75.3	9.0	2.8	87.1**	73.9	10.9	2.2	87.0
2. A job where I could keep on being promoted if I worked hard.	58.3	20.9	6.2	85.4	54.3	24.0	6.6	84.9
3. A job where there are friendly people.	60.3	20.6	4.9	85.8	60.4	22.1	4.3	86.8
4. A job that gives me a chance to be helpful to other people.	55.9	25.1	4.6	85.6	56.6	25.7	4.6	86.9
5. A job that pays a lot of money.	51.5	29.5	6.3	87.3	46.9	34.6	5.5	87.0
6. A job that everyone respects a lot.	48.1	29.3	11.2	88.6	39.4	33.0	15.4	87.8
7. A job where I can use my special talents.	49.7	24.1	11.6	84.4	52.3	23.7	10.0	86.0
8. A job where I can work in an office.	29.5	27.3	28.0	84.8	24.2	30.6	32.4	87.2
9. A job where I can think up new ideas, new ways of doing things.	32.8	33.0	20.0	85.8	32.2	36.5	17.3	86.0
10. A job where I can be my own boss.	17.0	27.7	41.5	86.2	12.9	29.2	45.9	88.0
11. A job where I can be in charge of other people.	12.3	27.0	45.8	85.1	7.5	29.0	49.1	85.6

N = 3617 N = 1179

* The numbers 1, 2 and 3 refer to the categories of "highly important," "of medium importance" and "of no importance" respectively.

** The fourth and eighth columns give the total percentages of enrollees and comparative group members responding to each statement.

similar proportions within each group attach "high," "medium," or "no" importance to each of the job qualities.*

Secondly, it is clear that a steady, secure job is highly important to almost all the students (three-quarters, at least), and that no other single quality is considered so important by so many. Third, steady advancement as a reward for hard work, a socially pleasant work situation, and a chance to be helpful to others are all qualities that mean a great deal to sizable majorities of the students. Fourth, a financially very rewarding job is highly important to only half of the students, as is a job permitting use of one's special talents.

The largest difference between the enrollees and the comparative group is really only a small one: 48 per cent of the former but only 39 per cent of the latter say that it is highly important for them to have a job "that everyone respects a lot" -- which is probably a small reflection of the generally lower socio-economic status of the enrollees.

Finally, jobs calling for special initiative or creativity as well as jobs involving either freedom from supervision or supervising others are not highly important to most of the students.

The picture of the students' occupational values thus provides no surprises. Virtually all the students want very much to "get ahead in life" (81 per cent), and their definition of getting ahead at this stage of their lives is to hold down a stable, secure job with chances of steady advancement in a socially pleasant work situation. Naturally, this is a differently nuanced definition than that provided by college students, who place primary emphasis on the opportunity to use their special talents and considerably more emphasis on creativity, initiative and leadership.* But college students can speak from far greater confidence in their occupational potential than can disadvantaged high school students. To all, "getting ahead" is highly important; but getting ahead means different things from different perspectives.

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*The check list of job qualities was adopted from the Cornell Values Study [cf. Rose K. Goldsen _et al._, _What College Students Think_ (Princeton, N.J.: Van Nostrand, 1960), Chapter 2] and many previous NORC studies.

Getting some notion of the actual mobility expectations of the students is a far more tricky process than simply getting them to present a picture of their occupational values. We attempted to obtain data on mobility expectations by asking them for the following information:

(1) whether there was "any particular line of work you'd really like to get into" (q. 73);

(2) whether the student thought he or she would "actually end up doing that line of work" (q. 75);

(3) if the answer was negative or uncertain, the student was asked "What kind of work do you think you will actually wind up doing? (q. 76);

(4) father's (or step-father's) occupation (q. 126).

If we had limited the questioning to (1) and (4) above, we would have emerged with mobility aspirations compared to father's occupation as the basis for our mobility measure. So we invited the students to state where they really expected to end up in the labor force by asking them questions (2) and (3), thus producing an index of mobility expectations, not aspirations. Expectations appear more realistic than aspirations -- and, in one-third of our cases, the expectation actually differed from the aspiration.

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*Goldsen, loc. cit.

Table 6.2 summarizes the comparison between the students' expected occupations and their fathers' actual occupations. For this comparison, occupations were ranked according to the Duncan Index.* On the Duncan Index, occupations are ranked in deciles; for example, doctors, bank managers, etc., rank in the top decile; bus drivers and auto mechanics in the middle deciles; porters in the lowest decile. Every occupation can be assigned a rank within one particular decile. Table 6.2 calls these ranks "Socioeconomic Status" (SES) scores, puts the fathers' decile ranks into five groups, and puts the students' expected decile ranks into three groups (high, medium, low). The resulting distribution shows that: (1) for both enrollees and comparative group members, father's occupation has a strong influence on their expected occupations; (2) that the relationship is far stronger for the comparative group than for the enrollees because the range for the high SES enrollees runs from 52 per cent of those with high SES fathers to 39 per cent of those with low SES fathers, while the same range for the comparative group is from 71 per cent to 42 per cent; (3) that the percentage of high SES students is higher for the comparative group than for the enrollees at every level of father's SES ranking. Poverty clearly lowers the occupational expectations of high school students.

Table 6.2 lumps together the occupational expectations for both sexes in order to present the general picture for all the students. But two words

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*O.D. Duncan, "Occupations and Social Status," in A.J. Reiss, Jr., Occupations and Social Status (New York: Free Press, 1961), pp. 109-161.

TABLE 6.2

FATHER'S OCCUPATION AND ENROLLEE'S EXPECTED OCCUPATION

(SES Score of Father's Occupation by SES Score of
Enrollee's Expected Occupation: Per Cent)

SES Score of Expected Occupation	SES Score of Father's Occupation									
	NYC Group					Comparative Group				
	High 0–1	2–3	4–5	6–7	Low 8–9	High 0–1	2–3	4–5	6–7	Low 8–9
High (0, 1, 2)	51.6	45.0	41.0	38.9	39.3	71.1	58.6	53.9	49.9	42.4
Medium (3, 4, 5)	31.5	43.0	44.4	43.4	39.2	9.5	39.9	33.2	32.8	36.2
Low (6, 7, 8, 9)	16.6	11.6	14.2	17.2	21.0	19.1	1.5	12.3	16.9	21.1
Total %	99.6	99.6	99.6	99.5	99.5	99.7	100.0	99.4	99.6	99.7
N	149	102	321	548	264	52	63	168	246	99

N 1384* N 628*

* The two totals, 1384 for the enrollees and 628 for the comparative group, represent the numbers in each group who had a definite occupation they realistically expected to enter (not wanted to enter) and who gave a definite answer when they were asked about their father's occupation.

of caution must be introduced at this point. First, because of the complexity of the data, the amount of information that the student had to have to answer the question, and the requirement that the student had to expect to get into a particular line of work to receive an SES score, the numbers on which the percentages are based is less than 50 per cent of each group. This by no means invalidates the comparison between the two groups, because the same limiting factors were operating in each group. But it does mean that the figures represent more the feelings of the students than mature judgments of what is likely to happen in their future careers. Of course their feelings are important -- there simply are no other data; but how closely they approximate eventual reality is an open question.

Second, the fact that girls as well as boys are represented in Table 6.2 has to be considered. Occupational prestige indices are based upon occupations as they are normally filled by men. The weakness here is that girls' future occupations are being compared with their fathers' -- obviously male -- occupations. But again, the two groups have similar proportions of females, so the same bias is operating in each group and the comparison remains useful.

At this point, however, we must refine the measure we are using because we want to get an idea of the NYC and high school factors associated with upward mobility. Obviously then, we must segregate the sexes and use a different technique for each sex. In addition to this requirement, we must introduce the concept of "relative" upward mobility -- meaning that students whose expected occupations are three or four ranks higher on the Duncan Index than their fathers' actual ranks should be regarded as equally mobile, even if one expects to be a doctor and the other wants to be a TV technician. The point is that the future doctor's father may have been a TV technician, while the future TV technician's father may have been a porter. Mobility must remain relative to father's occupation.

To provide an index of this "relative" upward mobility for males we have used a technique developed in a previous NORC study, Volunteers for Learning, on which we relied for other indices used in the course of this report. Described as tersely as possible, the technique goes like this: (1) all respondents are arranged according to father's decile rank and the number of ranks, moving upward or downward, which represents the difference between father's rank and the student's expected rank; (2) within each paternal decile rank the mid-point (median) of the distribution of the sons' decile difference from their fathers is found; (3) all sons above the mid-point are then defined as "upwardly mobile"; (4) all below the mid-point are "nonmobile"; (5) all those who have no idea of what they will wind up doing are classified as "uncertain." This procedure guarantees a sufficient number in each group for analytic purposes and preserves the concept of "relative" mobility.

For the girls, a totally different technique is required. Because their mobility ought not to be measured by scales developed from positions held mainly by males, we do not determine their mobility by their difference in decile rank from their fathers. Instead, a relatively simple technique was devised by Johnstone & Rivera, and we shall explain it below when we present the data on female mobility. First, we shall consider the male enrollees and the male members of the comparative group.*

Mobility of Males

A glance at the first horizontal row of Table 6.3 shows that two job classifications include a disproportionately high number of male enrollees designated as "mobile" by the technique described above: high school academic aide (40 per cent) and office aide (46 per cent). Thirty per cent of the service aides and academic aides not working in high schools are mobile; the other job classifications cluster around 25 per cent. Although the numbers in each work category, except that of unskilled manual aide, are relatively small, the cross-tabulation reveals what the analyses of Chapters III and V would lead us to expect: high status jobs are disproportionately associated with mobility.

Job satisfaction, however, shows no such disproportionate association. Table 6.4 reveals no correlation between being mobile and being higher on the Index of Job Satisfaction. This finding is surprising, because we already know that job classification is related to mobility as well as to job satisfaction (Table 3.12, Part I, p. 33). The small number of male enrollees who are both in the white collar jobs and capable of classification on the index of mobility that we are using givesrise to the suspicion that the relatively large number of male unskilled manual aides so classifiable (_cf._ Table 6.3) washes out the correlation that would appear if there were pro-

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*Both these techniques are presented in Johnstone and Rivera, _op_. _cit_., Chapter 19.

TABLE 6.3

JOB CLASSIFICATION AND MOBILITY OF MALES

(Male Enrollee's NYC Job Type by Mobility Expectation: Per Cent)

Mobility Expectation	Job Classification							
	Acad. Aide H.S.	Library Aide	Acad. Aide Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-sk. Manual Aide	Semi-sk. Manual Aide
Mobile	39.6	25.0	30.0	46.3	25.0	30.1	24.0	26.9
Non-Mobile	29.3	45.8	30.0	19.5	25.0	21.9	34.0	26.9
Undecided	31.0	29.1	40.0	34.1	50.0	47.9	41.9	46.1
Total %	99.9	99.9	100.0	99.9	100.0	99.9	99.9	99.9
N	58	24	20	41	20	73	479	26

N	741
SES NA	648*
Other NA	189
Refusal	5
Females	2034
Total	3617

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* The large number of NA's is due to the fact that, to get a mobility score, the enrollee had to know in what occupation he expected realistically to work as well as supply the requested information about his father's occupation.

TABLE 6.4

JOB SATISFACTION AND MOBILITY OF MALES

(Male Enrollee's Rank on the Index of Job Satisfaction by Mobility Expectation: Per Cent)

Mobility Expectation	Index of Job Satisfaction			
	Zero 0	Low 1	Med. 2	High 3
Mobile	23.6	30.0	28.2	23.5
Non-Mobile	36.6	23.7	34.8	33.8
Undecided	39.6	46.1	36.8	42.6
Total %	99.8	99.8	99.8	99.9
N	199	286	198	68

N	751
NA	24
SES NA	702
Females	2140
Total	3617

portionately more white collar enrollees in the distribution. The small number of cases, however, makes this suspicion unverifiable.

Table 6.5 shows that, for both the enrollees and the comparative group, rank on the Index of High School Adjustment is positively associated with mobility: as rank on the Index gets higher, so too does the expectation of mobility. Thus, while proportionately fewer of the respondents in the lowest index position (11 per cent for NYC and 28 per cent for the comparative group) are mobile, a substantial 63 per cent of the NYC enrollees and 89 per cent of the comparative group respondents in the highest index position are mobile -- i.e., in our sense of "relative" mobility. Moreover, in both groups the percentages for the intermediate index ranks form a steady linear progression. Obviously, the more "adjusted" a student is to his high school situation, the greater the probability that he will be upwardly mobile in his occupational expectations.

As regards the relationship between practicalism and mobility, Table 6.6 shows that while 17 per cent of the NYC respondents who are lowest on the Index of Practicalism are mobile, 34 per cent of those in the highest index position are mobile. Thus there is some relationship between the two variables. For the comparative group, however, there are no real differences in the proportions of mobile males observable on the different ranks of the Index, and what small differences do exist are unrelated to the Index.

TABLE 6.5

HIGH SCHOOL ADJUSTMENT AND MOBILITY OF MALES

(Male Respondent's Rank on the Index of High School Adjustment by Mobility Expectation: Per Cent)

Mobility Expectation	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Mobile	10.6	22.0	30.9	39.3	62.5	27.5	40.2	53.1	60.9	88.8
Non-Mobile	38.6	34.4	26.9	25.7	15.0	47.8	28.7	21.5	21.8	3.7
Undecided	50.7	43.5	42.1	34.8	22.5	24.6	31.0	25.3	17.1	7.4
Total %	99.9	99.9	99.9	99.8	100.0	99.9	99.9	99.9	99.8	99.9
N	132	209	197	132	40	69	87	79	64	27

N	710	N	326
NA	65	NA	22
SES NA	702	SES NA	188
Females	2140	Females	643
Total	3617	Total	1179

TABLE 6.6

PRACTICALISM AND MOBILITY OF MALES

(Male Respondent's Rank on the Index of Practicalism
by Mobility Expectation: Per Cent)

Mobility Expectation	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Mobile	17.3	27.6	28.7	33.7	48.9	50.7	47.9	55.1
Non-Mobile	42.3	36.0	25.4	25.3	27.6	26.9	32.2	16.3
Undecided	40.2	36.4	45.8	40.9	23.4	22.3	19.7	28.5
Total %	99.8	100.0	99.9	99.9	99.7	99.9	99.8	99.9
N	92	250	216	154	47	130	96	49

N	712	N	322
NA	63	NA	26
SES NA	702	SES NA	188
Females	2140	Females	643
Total	3617	Total	1179

Mobility of Females

It would be inappropriate to measure the mobility of girls by comparing their choices of occupation to their fathers' occupations. Since virtually all the girls (95 per cent) either hope, expect, or intend to get married and raise a family (and thus take their mobility status from their husbands), our consideration of the mobility expectations of females is based on whether or not they want to work at all, and then, if they want to combine work with being a housewife, whether or not they have a specific kind of job in mind. The logic behind this classification is simply that girls who have only a vague idea of getting "some sort of job" before or during their married lives are probably less mobility-minded than those who have their eyes on a specific job.*

Table 6.7 shows that, in terms of job classification, those girls who hold positions as academic aides in high school stand out (63 per cent) as having definite job aspirations in addition to being homemakers. They are not set off as sharply from the rest as were the males, but the indication is that proportionately more of the girls who already hold a high status job are interested in continuing in a definite job in the future.

Although job satisfaction was unrelated to mobility aspirations of the male enrollees, it has some relation to the mobility expectations of females (Table 6.8). Forty-seven per cent of those lowest and one-half of those low on job satisfaction plan to be married and hold a particular job. On the other

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*This technique was developed by Johnstone and Rivera, op. cit.

TABLE 6.7

JOB CLASSIFICATION AND MOBILITY OF FEMALES

(Female Enrollee's NYC Job Type by Mobility Expectation: Per Cent)

Mobility Expectation	Job Classification							
	Acad. Aide, H.S.	Library Aide	Acad. Aide, Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-sk. Manual Aide	Semi-sk. Manual Aide
Home and Specific Job	62.9	49.7	51.6	52.9	45.1	53.4	46.3	33.3
Home and Non-specific Job	15.5	18.9	26.8	18.2	28.0	22.7	25.9	16.6
Home only	21.4	31.2	21.4	28.8	26.8	23.8	27.6	50.0
Total %	99.8	99.8	99.8	99.9	99.9	99.9	99.8	99.9
N	270	211	149	538	82	88	177	12

N	1527
NA	76
Marriage NA or Don't Know	543
Males	1471
Total	3617

TABLE 6.8

JOB SATISFACTION AND MOBILITY OF FEMALES

(Female Enrollee's Rank on the Index of Job Satisfaction

by Mobility Expectation: Per Cent)

Mobility Expectation	Index of Job Satisfaction			
	Zero 0	Low 1	Med. 2	High 3
Home and Specific Job	47.9	50.0	55.7	59.8
Home and Non-specific Job	24.4	21.7	18.6	17.4
Home only	27.6	28.2	25.6	22.7
Total %	99.9	99.9	99.9	99.9
N	286	432	612	224

N	1554
NA	49
Marriage NA or Don't Know	543
Males	1471
Total	3617

hand, 55 per cent of those who have medium job satisfaction and almost 60 per cent of those who are high on job satisfaction aspire to home life and a specific job. Thus, the higher a girl's satisfaction with her present NYC job, the slightly more probable it is that she is upwardly mobile. Such girls have probably found sufficient satisfaction in their NYC jobs to encourage them to continue in a particular job which would help the socioeconomic status of her future family.

High school adjustment is also related to the mobility of female enrollees, although not at all as strongly as it is for males. (No relationship appears for females in the comparative group.) Table 6.9 shows that only 46 per cent of those who rank zero on the Index of High School Adjustment fall into the high mobility classification, and that the percentages increase gradually with rank on the Index -- although the range is only from 46 to 59 per cent. Therefore, the better an NYC girl feels she is doing in high school, the somewhat more likely she is to have higher mobility aspirations.

Table 6.10 indicates that, unlike the males, rank on the Index of Practicalism has little or nothing to do with the mobility expectations of females. This is probably due to the fact that the judgments on which the Index is based (hard work, college education) make much more sense when applied to occupational success as defined for males in American society.

Conclusion

This chapter has attemped to isolate the potentially more upwardly mobile youth among the two groups. All want to "get ahead," and the enrollees and the comparative group members have similar occupational values to define what

TABLE 6.9

HIGH SCHOOL ADJUSTMENT AND MOBILITY OF FEMALES

(Female Enrollee's Rank on the Index of High School Adjustment by Mobility Expectation: Per Cent)

Mobility Expectation	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Home and Specific Job	46.2	50.7	55.4	56.0	58.7	57.3	68.8	65.6	58.6	54.7
Home and Non-specific Job	23.5	25.3	19.5	15.9	12.6	13.4	6.5	13.6	14.1	9.5
Home only	30.1	23.8	25.0	28.0	28.5	29.2	24.5	20.8	27.1	35.7
Total %	99.8	99.8	99.9	99.9	99.8	99.9	99.8	100.0	99.8	99.9
N	242	394	415	289	126	82	122	125	92	42

N	1466	N	463
NA	137	NA	31
Marriage NA or Don't Know	543	Marriage NA or Don't Know	149
Males	1471	Males	536
Total	3617	Total	1179

TABLE 6.10

PRACTICALISM AND MOBILITY OF FEMALES

(Female Enrollee's Rank on the Index of Practicalism
by Mobility Expectation: Per Cent)

Mobility Expectation	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Home and Specific Job	48.0	54.3	54.4	52.3	66.1	62.1	66.9	60.2
Home and Non-specific Job	16.0	21.5	19.3	21.3	9.6	11.2	10.7	13.2
Home only	36.0	24.0	26.2	26.3	24.1	26.5	22.3	26.5
Total %	100.0	99.8	99.9	99.9	99.8	99.8	99.9	99.9
N	200	598	454	258	62	177	139	83

N	1510	N	461
NA	93	NA	33
Marriage NA or Dont Know	543	Marriage NA or Dont Know	149
Males	1471	Males	536
Total	3617	Total	1179

"getting ahead" means to them.

In each group, father's SES score influences the mobility expectations of the students -- more strikingly so in the comparative group and the general poverty pervading the NYC group lowers their occupational sights as compared with the comparative group.

Among the four variables we have considered in this chapter as possibly related to upward mobility, high school adjustment is obviously most closely related to it -- especially among the males. Undoubtedly, better high school adjustment raises students' occupational expectations -- just as high occupational expectations doubtless give students the motivation to get along well in high school. Nonetheless, *whatever increases high school adjustment including (and perhaps especially) job satisfaction will be likely to have an at least indirect effect on upward mobility*.

CHAPTER VII

ALIENATION, WORK AND SELF-RESPECT

This chapter examines the relationship between three basic attitudes of the students and their NYC and high school experience. The first attitude has to do with the cognitive and affective response of the student to society or "people in general": does he see society as more or less threatening to him, more or less trustworthy, more or less indifferent to him? In other words, is he more or less "alienated" from society in general? To measure greater or less alienation felt by the students, we adapted a Guttman scaling device from a study of college students' values.* We shall call this scale the "Alienation Scale"; the details of its construction are explained in Appendix F.

It is necessary to note here only that the Alienation Scale, and the two other scales to be described immediately below, do not pretend to be "absolute" measures in any sense of the word. All three scales simply permit us to divide the population into "more or less" categories. Those who are "high" on the Alienation Scale simply feel themselves more alienated from society in general than those who wound up in one of the lower scale positions. What the scaling technique does claim to do is to isolate one qualitative variable, and then to divide the population into separate groups possessing more or less of this quality. While the quality (in these cases, an attitude) itself cannot be divided into discrete chunks, the people possessing it can be separated into

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*Rose K. Goldsen _et al._, _What College Students Think_ (Princeton, N.J.: Van Nostrand, 1960), pp. 133 ff., 221-222.

into different groups, each group composed of people who have more or less of the quality in question -- in this case people who are more or less alienated from society in general.

The second attitude we shall examine is the attitude toward work. Is work considered merely as something to be avoided when possible or at all costs? Or can it be interesting, an expression of the human personality? The "Work Scale" will provide a measure of attitudes toward work, running from negative to positive.

A third attitude which is probably the most important of all for this study is the attitude of the student toward himself. Does he have a positive or negative image of himself? Does he consider himself inferior to other human beings -- inferior all the time, or only some of the time, or never? Our "Self Respect Scale" will provide a measure of these attitudes, running from negative to positive.*

Alienation

Tables 7.1 and 7.2 show the relationships between alienation and two variables of the NYC situation: job classification and job satisfaction. As regards job classification, does any particular job type draw students who are highly alienated? Or does any particular type of job reduce feelings of alienation? Table 7.1 indicates that each of these two questions gets a negative answer.

It is true that slightly higher proportions of the enrollees who work as high school academic aides, office aides and hospital aides are in the low rank

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*These two latter scales were built from questionnaire items kindly provided by Melvin Herman, Stanley Sadofsky and Joseph Bensman of New York University's Graduate School of Social Work, Center for the Study of Unemployed Youth. The self-respect items were originally developed by Morris Rosenberg. Both were used previously by the NYU group in a Neighborhood Youth Corps study in New York City. Details are presented in Appendix F.

TABLE 7.1

JOB CLASSIFICATION AND ALIENATION

(Enrollee's NYC Job Type by His Rank on the Alienation Scale: Per Cent)

Rank on the Alienation Scale	Job Classification							
	Acad. Aide, H.S.	Library Aide	Acad. Aide, Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-sk. Manual Aide	Semi-sk. Manual Aide
Low (0, 1)	28.0	24.6	22.2	29.5	31.4	22.2	22.6	30.5
Med. (2)	12.9	12.7	12.1	18.5	17.8	20.3	21.3	13.8
High (3, 4)	58.9	62.5	65.5	51.7	50.6	57.2	55.9	55.5
Total %	99.8	99.8	99.8	99.7	99.8	99.7	99.8	99.8
N	285	211	148	469	73	152	613	36

N	1987
NA	91
Total	2078

TABLE 7.2

JOB SATISFACTION AND ALIENATION

(Enrollee's Rank on the Index of Job Satisfaction

by His Rank on the Alienation Scale: Per Cent)

Rank on the Alienation Scale		Index of Job Satisfaction			
		Zero 0	Low 1	Med. 2	High 3
Low	(0, 1)	19.5	21.7	27.8	38.8
Med.	(2)	14.2	15.8	19.7	21.0
High	(3, 4)	66.1	62.2	52.4	40.0
	Total %	99.8	99.7	99.9	99.8
	N	449	613	700	252

N	2014
NA	64
Total	2078

of the Alienation Scale, but the differences between these three categories are very slight (never as high as ten percent). The semi-skilled manual aide category shows a surprisingly high 31 percent of its enrollees as low on the Scale, but this figure is based on only 36 cases.

For job satisfaction the story is quite different. Table 7.2 shows that job satisfaction and alienation do affect each other: the higher the rank on the Index of Job Satisfaction, the lower the rank on the Alienation Scale. Thus, while only 20 percent of the enrollees in the Index's lowest rank are low on the Alienation Scale, 39 percent of those high on the Index are low on the Scale. Similarly, two-thirds of those in the lowest rank of the Job Satisfaction Index are highly alienated, while only two-fifths of those high on the Index are high on the Scale.

Since alienation is almost totally unrelated to NYC job type, it is the enrollee's satisfaction with his supervisor, with the work he performs and with size of his paycheck that is important. ✓

Surprisingly, there is little or no relation between alienation and high school adjustment or practicalism for either the NYC enrollees or the comparative group respondents (Tables 7.3 and 7.4). A slight relation between high school adjustment and alienation can be seen at the extreme ranks on the Index of High School Adjustment (Table 7.3). Thus, 34 percent of the enrollees and 35 percent of the comparative group who are high on the Index rank low on the Alienation Scale, approximately only 25 percent of those in all other Index positions are low on the Alienation Scale. ✓

The most plausible interpretation of all the above relationships is this:

TABLE 7.3

HIGH SCHOOL ADJUSTMENT AND ALIENATION

(Respondent's Rank on the Index of High School Adjustment

by His Rank on the Alienation Scale: Per Cent)

Rank on the Alienation Scale	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Low (0, 1)	25.6	24.7	26.2	24.6	33.7	26.6	26.3	25.6	26.5	35.4
Med. (2)	19.5	16.5	17.1	18.4	12.2	11.6	17.9	12.5	22.3	14.5
High (3, 4)	54.7	58.5	56.4	56.8	53.8	61.6	55.5	61.5	51.0	49.9
Total %	99.8	99.7	99.7	99.8	99.7	99.8	99.7	99.6	99.8	99.8
N	323	580	520	336	139	120	178	159	139	62

	NYC Group		Comparative Group
N	1898	N	658
NA	180	NA	45
Total	2078	Total	703

TABLE 7.4

PRACTICALISM AND ALIENATION

(Respondent's Rank on the Index of Practicalism by His Rank on the Alienation Scale: Per Cent)

Rank on the Alienation Scale	Index of Practicalism							
	NYC Group				Comparative Group			
	Zero 0	Low 1	Med. 2	High 3	Zero 0	Low 1	Med. 2	High 3
Low (0, 1)	29.2	28.6	21.8	18.9	24.4	31.2	25.3	21.8
Med. (2)	15.1	17.7	18.1	18.1	9.5	17.1	16.7	21.9
High (3, 4)	55.5	53.4	59.8	62.8	65.8	51.4	57.8	56.0
Total %	99.8	99.7	99.7	99.8	99.7	99.7	99.8	99.7
N	270	757	579	348	94	262	197	114

	NYC Group		Comparative Group
N	1954	N	667
NA	124	NA	36
Total	2078	Total	703

rank on the Alienation Scale is basically associated with the respondent's perception of the world beyond himself and his peers, but not with his perception of his school situation, nor of his judgment on "what it takes to get ahead in life."

Work

Attitudes toward work show almost no relationship to NYC job type. Table 7.5 indicates that proportionately fewer unskilled manual aides fall into the highest rank of the Work Scale (28 percent). Again, the categories of high school academic aide and office aide fare best on the Scale.

Table 7.6 shows that there is a general relationship between job satisfaction and attitude toward work. Among the enrollees lowest on the Index of Job Satisfaction only 26 percent fall into the highest rank on the Work Scale, while 42 percent of those highest in job satisfaction are high on the Work Scale. The same tendency, although not as strong, can be observed at the other end of the Scale: only 25 percent of those scoring high on the Index are low on the Scale, but 38 percent of those scoring zero on the Index are low on the Scale. Thus, the more highly satisfied an enrollee is with his job, the greater the probability that he will have a positive attitude to work in general.

For both the NYC enrollees and the members of the comparative group, attitudes toward work are significantly related to high school adjustment. Table 7.7 shows that for both groups the percentage differences in the zero and low ranks on the Index of High School Adjustment are slight as rank on the Work Scale increases from low to high. However, in the medium-high and high ranks for the NYC group (low-medium, medium-high, and high ranks for the comparative group),

TABLE 7.5

JOB CLASSIFICATION AND WORK SCALE

(Enrollee's NYC Job Type by His Rank on the Work Scale: Per Cent)

Rank on the Work Scale	Job Classification							
	Acad. Aide, H.S.	Library Aide	Acad. Aide, Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-sk. Manual Aide	Semi-sk. Manual Aide
Low (0, 1)	22.0	27.5	31.3	20.6	24.5	32.6	36.1	33.2
Med. (2)	39.5	34.5	35.2	37.7	38.9	26.4	34.9	33.3
High (3, 4)	38.3	37.7	33.2	41.4	36.2	40.8	28.7	33.2
Total %	99.8	99.7	99.7	99.7	99.6	99.8	99.7	99.7
N	258	185	159	445	77	159	676	39

N	1998
NA	98
Total	2096

TABLE 7.6

JOB SATISFACTION AND WORK SCALE

(Enrollee's Rank on the Index of Job Satisfaction by His Rank on the Work Scale: Per Cent)

Rank on the Work Scale	Index of Job Satisfaction			
	Zero 0	Low 1	Med. 2	High 3
Low (0, 1)	36.7	30.2	23.1	25.2
Med. (2)	37.2	34.4	37.7	33.0
High (3, 4)	25.9	35.1	38.8	41.5
Total %	99.8	99.7	99.6	99.7
N	454	650	683	233

N 2020
NA 76
Total 2096

TABLE 7.7

HIGH SCHOOL ADJUSTMENT AND WORK SCALE

(Respondent's Rank on the Index of High School Adjustment
by His Rank on the Work Scale: Per Cent)

Rank on the Work Scale	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Low (0, 1)	34.7	33.0	27.0	20.0	16.5	32.7	29.2	19.4	18.5	13.5
Med. (2)	35.6	35.3	33.5	39.5	36.9	39.8	34.4	40.5	40.7	43.1
High (3, 4)	29.4	31.4	39.3	40.3	46.3	27.3	36.1	39.9	40.6	43.1
Total %	99.7	99.7	99.8	99.8	99.7	99.8	99.7	99.8	99.8	99.7
N	353	543	510	349	138	113	174	180	140	44

	NYC Group		Comparative Group
N	1893	N	651
NA	203	NA	54
Total	2096	Total	705

there are very clear increases in the proportions of respondents as the Work Scale changes from low through medium to high. Or, looking at the horizontal rows in the table, only 29 percent of the enrollees in the Index's zero rank are high on the Work Scale, while 46 percent of those high on the Index are also high on the Scale. Approximately the same difference shows up for the comparative group -- and for both groups as one reads across the first horizontal row of the table. Consequently, one can say that the better the adjustment to the high school situation, the greater the probability of a favorable attitude toward work.

Self-Respect

Tables 7.8 and 7.9 deal with the Self-Respect Scale's relationships to job classification and job satisfaction. As with alienation and attitudes toward work, slightly higher proportions of enrollees working as high school academic aides and office aides rank higher on the Self-Respect Scale. The percentage differences, however, never go so high as ten percent.

Job satisfaction again presents quite a different story (Table 7.9). The enrollees in the lowest position on the Index of Job Satisfaction distribute themselves evenly among the three positions on the Self-Respect Scale (33 percent in each). But, among the enrollees highest on the Index, only 12 percent ranked low on the Scale, while 57 percent ranked high. Clearly, job satisfaction and self-respect are strongly associated with each other.

An even stronger relationship exists between self-respect and high school adjustment for both the NYC enrollees and the comparative group (Table 7.10). Thus, while 30 percent of the enrollees and of the comparative group respondents

TABLE 7.8

JOB CLASSIFICATION AND SELF-RESPECT

(Enrollee's NYC Job Type by His Rank on
the Self-Respect Scale: Per Cent)

Rank on the Self-Respect Scale	Job Classification							
	Acad. Aide, H.S.	Library Aide	Acad. Aide, Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-sk. Manual Aide	Semi-sk. Manual Aide
Low (0, 1)	13.0	24.1	19.0	18.0	22.8	25.2	23.5	27.2
Med. (2, 3)	34.8	31.8	37.4	32.8	35.6	32.4	34.4	39.3
High (4, 5)	52.0	43.9	43.3	48.9	41.3	42.3	41.7	33.3
Total %	99.8	99.8	99.7	99.7	99.7	99.9	99.6	99.8
N	238	157	136	441	70	111	541	33*

N	1727
NA	84
Total	1811

*too small a total for any inferences to be drawn.

TABLE 7.9

JOB SATISFACTION AND SELF-RESPECT

(Enrollee's Rank on the Index of Job Satisfaction by His Rank on the Self-Respect Scale: Per Cent)

Rank on the Self-Respect Scale	Index of Job Satisfaction			
	Zero 0	Low 1	Med. 2	High 3
Low (0, 1)	33.4	20.8	15.6	11.9
Med. (2, 3)	33.1	35.9	35.5	30.4
High (4, 5)	33.1	43.0	48.6	57.4
Total %	99.6	99.7	99.7	99.7
N	376	536	612	233

N	1757
NA	54
Total	1811

TABLE 7.10

HIGH SCHOOL ADJUSTMENT AND SELF-RESPECT

(Respondent's Rank on the Index of High School Adjustment by His Rank on the Self-Respect Scale: Per Cent)

Rank on the Self-Respect Scale	Index of High School Adjustment									
	NYC Group					Comparative Group				
	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4	Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Low (0, 1)	30.6	23.9	18.4	9.4	5.9	30.3	22.0	20.2	12.5	10.0
Med. (2, 3)	39.5	37.7	32.6	34.5	27.3	41.1	36.4	31.2	35.2	17.5
High (4, 5)	29.6	38.1	48.8	55.7	66.6	28.4	41.2	48.4	52.0	72.5
Total %	99.7	99.7	99.8	99.6	99.8	99.8	99.6	99.8	99.7	100.0
N	303	487	428	303	117	102	167	128	119	40

NYC Group		Comparative Group	
N	1638	N	556
NA	173	NA	42
Total	1811	Total	598

in the lowest Index position are in the lowest Scale position, only 6 percent of the NYC enrollees and 10 percent of the comparative group respondents in the highest Index rank fall into the lowest Scale rank. And, while 30 percent of the NYC respondents and 28 percent of the comparative group respondents in the lowest Index rank are high on the Self-Respect Scale, a substantial 67 percent of the NYC and 73 percent of the comparative group members who are in the highest Index position rank high on the Scale. The percentages for the intermediate Index positions run in the expected direction.

These data suggest that both job satisfaction and the perception that one is doing well in school serve to contribute to the individual's feelings of self-respect.

Rank on the Index of Practicalism is unrelated to rank on the Self-Respect and Work Scales. This is not as surprising as might at first appear because the Practicalism Index is composed of a series of judgments about what is necessary for getting ahead (hard work, education). The attitude scales are not judgments about such external requirements, but reflect feelings about work and self.

Conclusion

The results of this investigation of the relationships between three basic social-psychological variables and factors relatively controllable by NYC should prove interesting to those planning NYC programs. Proportionately many more enrollees work at blue collar jobs than in white collar positions -- a situation presumably very difficult, even impossible, to change. But we find no evidence suggesting that there is any direct link between job classification and alienation, work attitudes, and self-respect. If any evidence appeared that white collar jobs were significantly related to improvement in these areas, and that blue collar jobs were not, the whole NYC program would be in deep trouble. But such is not the case.

Clearly, job satisfaction is a key factor for NYC program success. Higher job satisfaction is associated with the enrollees who are less alienated from the "outside world," almost regardless of their job classification. Even strong high school adjustment -- over which NYC has little direct control -- is all but unassociated with low alienation. Job satisfaction is also strongly associated with self-respect, almost as strongly as is high school adjustment.

Chapter V revealed that high school adjustment is itself correlated with job satisfaction. From a practical point of view, therefore, it is obvious that the higher the degree of job satisfaction, the greater the likelihood of enrollee success in the NYC program. Our Index of Job Satisfaction is based on three simple variables: satisfaction with wage, work and supervisor. As any one or all of these three factors improves, the greater the likelihood of enrollee success in all the complex social and psychological facets of his life situation.

Theoretically, of course, we cannot prove absolutely that job satisfaction "causes" improvement on these social-psychological scales. For that, a "before" measure would be necessary. But, because job classification is almost unrelated to these scales, and because job satisfaction and high school adjustment are strongly related to them, it passes belief these two variables have had no effect on the enrollees' basic attitudes. Some enrollees, certainly, had more desirable attitudes than others before enrollment. But, because of the strong relationship between self-confessed satisfaction regarding work, wage and supervisor -- all three of which are new factors in the enrollees' lives -- and more desirable attitudes to school, society, work and self, it is impossible not to link job satisfaction with improvement in these attitudes.

CHAPTER VIII

SCHOOL GRADES, ABSENCES AND COUNSELOR RATINGS

Chapter V of this report dealt with the high school experience of the respondents, mainly from their own subjective viewpoints. The present chapter deals with data which are more strictly "behavioral": high school grades and absences, their improvement or deterioration over time, and the opinions of high school counselors about the NYC enrollees. These data will be correlated with job classification, job satisfaction, high school adjustment and practicalism.

Grades and Attendance

Table 8.1 gives an overall picture of school grades and grade changes for both the NYC sample and the comparative group. Part A of the table shows the general distribution of the enrollees' grades for the semester or year immediately before enrollment and that of the comparative group's grades for the year or semester ending in June, 1966; Part B shows grade change since that period; while Parts C and D show the extent of the change.

In none of the four parts of the table do any important differences appear ✓ between the enrollees and the comparative group. Equal proportions of each group were at the various grade levels (A down to F, with the proportions filling out a near classic "normal curve") for the first time period (Part A). During the second time period, 37 per cent of the enrollees improved their marks, and so did 37 per cent of the comparative group; 31 per cent of the enrollees had lower marks, as did 29 per cent of the comparative group. Almost none in

TABLE 8.1

DISTRIBUTION OF GRADES

GRADE IMPROVEMENT AND GRADE DETERIORATION

FOR NYC AND COMPARATIVE GROUP RESPONDENTS

A. Average Grade for First Time Period:*

Grade Received **	NYC Group		Comparative Group	
	N	Per Cent	N	Per Cent
A	139	4.0	60	5.5
B	755	21.9	251	23.1
C	1439	41.8	475	43.8
D	827	24.0	243	22.4
F	173	5.0	34	3.1
No record	107	3.0	20	1.8
Total	3440#	99.7	1083	99.7

*Grades for NYC members are taken from the last marking period prior to NYC enrollment. For half, it was a semester average; for the other half, a year average. For 46 per cent it was the general average of all subjects; for 46.7 per cent it was their average in English; for the remaining 7 per cent it was their average in math or history or social science.

Marks for the comparative group members are taken from the year or semester ending June, 1966. For 63 per cent it was a year average; for 37 per cent, a semester average. For 50 per cent it was a general average; for 45 per cent it was their average in English; for the remaining 5 per cent it was their average in social studies.

** A= A+, A, A-; 100% thru 90%; 4.0 thru 3.5.
B= B+, B, B-; 89% thru 80%; 3.4 thru 2.8.
C= C+, C, C-; 79% thru 70%; 2.7 thru 2.0.
D= D+, D, D-; 69% thru 60%; 1.9 thru 1.0.
F= F; 59% or less ; 0.9 or less.

# This figure represents the weighted sample (3617) minus 177 cases which were unobtainable.

B. Change in Grade Since First Time Period:*

Changes in Grade	NYC Group		Comparative Group	
	N	Per Cent	N	Per Cent
No change	927	26.9	330	30.4
Grade is higher	1269	36.8	400	36.9
Grade is lower	1066	30.9	316	29.1
Student transferred	3	--	1	--
Student dropped out of school .	10	0.2	0	--
Student dropped out of NYC. . .	8	0.2	0	--
No record	157	4.5	36	3.3
Total	3440	99.4	1083	99.7

*For both the NYC and the comparative group respondents, grades for the first time period were compared with their grades for the year or semester ending June, 1967.

C. Extent of Improvement in Grades Since First Time Period:

Extent of Improvement	NYC Group		Comparative Group	
	N	Per Cent	N	Per Cent
Slight*	365	35.6	132	41.6
Considerable.	444	43.3	135	42.5
Substantial	216	21.0	50	15.8
Total	1025	99.9	317	99.9

N	1025	N	317
No record	256	No record	39
DNA	2336	DNA	823
Total	3617	Total	1179

* Different marking systems make standardization difficult. For percentage grades, slight improvement is defined as an increase of 4, 5, or 6 points; considerable is 7, 8, or 9 points; substantial is 10 points or more. For letter grades, slight improvement is defined as a change of one unit: A to A+, B+ to A, B to B+, etc.; considerable is a change of two units; substantial is a change of 3 units or more (e.g., B to A+). For credit point averages, improvement is defined in exactly the same way as for percentage grades.

D. Extent of Deterioration in Grades Since First Time Period:

Extent of Deterioration	NYC Group		Comparative Group	
	N	Per Cent	N	Per Cent
Slight*	292	35.7	79	31.4
Considerable.	353	43.2	118	47.0
Substantial	171	20.9	54	21.5
Total	816	99.8	251	99.9

N	816	N	251
No record	256	No record	39
DNA	2545	DNA	889
Total	3617	Total	1179

*These terms are defined in exactly the same way as in Table 8.1C (above).

either group transferred or dropped out of school.

What is noteworthy here is that the pre-NYC grades of the enrollees did not differ from the marks of their comparative group counterparts, even though presumably all of the NYC enrollees come from poverty-line homes. Again in spite of this disadvantage, proportionately just as many of the enrollees show improvement. The unanswerable question is, of course, would as many have showed improvement if they had not belonged to NYC? Certainly many of them feel that NYC has helped (cf Chapter V), but such feelings are unobservable in Table 8.1.

Parts C and D of Table 8.1 isolate the students who have shown definite improvement or deterioration in their school grades. Among the enrollees, 1025 (28 per cent) have definitely improved, as have 317 (27 per cent) of the comparative group; among the former 816 (23 per cent) have definitely slipped in their grades, as have 251 members (21 per cent) of the comparative group. [For our definition of "definite" improvement or deterioration, see the footnote to Table 8.1C.] Among those definitely improving, no important comparative differences appear in regard to the extent of improvement. Only one difference appears which is more than 5 per cent: 21 per cent of the improving enrollees but only 16 per cent of the comparative group improvers show "substantial" improvement. As regards those whose marks have slipped (Table 8.1D), no proportionate differences appear.*

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*The proportions showing "definite" improvement or deterioration are slightly smaller than those listed in Table 8.1B because even the smallest amount of either shows up in 8.1B. Thus, a change of 1, 2 or 3 percentage points shows up in 8.1B as improvement or deterioration; for "definite" change, a switch of at least 4 percentage points was required, as is explained in the Table's footnotes.

Table 8.2 presents data on attendance for the two groups. Like Table 8.1 this table is divided into four parts. Part A shows the general distribution of the enrollees' absences for the semester or year immediately prior to entry and that of the comparative group's absences for the year or semester ending in June, 1966. Part B shows the changes for the period ending June,1967, while Parts C and D show the extent of these changes.

Some differences between the two groups do appear in Table 8.2. Similar proportions of both samples were at the various "absence levels" for the first time period (Table 8.2A), except that 42% of the enrollees were absent for two weeks or more during the time period previous to their NYC enrollment, while only 33 per cent of the comparative group were absent for two weeks or more in the first time period.

For the second time period, the proportions within each group improving or deteriorating in attendance were fairly close, although only 38 per cent of the enrollees had more absences, while 45 per cent of the comparative group had more days absent than in the first time period (Table 8.2B).

As regards the extent of change in attendance for the second time period, one difference does appear between the enrollees and the members of the comparative group. Among those whose absences increased, the proportions at each "increase level" are almost exactly the same for the two groups (Table 8.2C). But Table 8.2D indicates that 31 per cent of the enrollees improved their school attendance by being present for at least 2 school weeks more during their NYC enrollment than they had been in the first time period; only 22 per cent of the comparative group showed the same sort of improvement.

TABLE 8.2

DISTRIBUTION OF ABSENCES

ATTENDANCE IMPROVEMENT AND ATTENDANCE DETERIORATION

FOR NYC AND COMPARATIVE GROUP RESPONDENTS

A. Number of Days Absent During First Time Period*

Days Absent	NYC Group		Comparative Group	
	N	Per Cent	N	Per Cent
None	457	13.2	169	15.6
4 days or less	699	20.2	273	25.1
5 - 9 days	601	17.4	226	20.8
2 weeks or more.	1439	41.6	359	32.9
No record	244	7.0	56	5.1
Total.	3440 **	99.4	1083	99.5

*For NYC enrollees the first time period was the last semester or year before NYC enrollment. For comparative group members it was for the year ending June, 1966.

**This figure represents the weighted sample minus 177 unobtainable cases.

B. Change in Attendance Since First Time Period:*

Change in Attendance	NYC Group		Comparative Group	
	N	Per Cent	N	Per Cent
No change	415	12.0	132	12.1
Attendance deteriorated . .	1300	37.7	488	45.0
Attendance improved	1412	41.0	406	37.4
Student transferred	3	--	0	--
Student dropped out of school	6	0.1	0	--
Student dropped out of NYC	8	0.2	0	--
No record	296	8.5	57	5.2
Total	3440	99.5	1083	99.7

*For both groups the second time period was the semester or year ending in June, 1967.

C. Extent of Increase in Absences Since First Time Period:*

Increase in Absences	NYC Group		Comparative Group	
	N	Per Cent	N	Per Cent
4 days or less	571	43.1	249	46.8
5 - 9 days	313	23.6	123	23.1
2 weeks or more.	438	33.1	159	29.9
Total	1322	99.8	531	99.8

N	1322	N	531
No record	395	No record	62
DNA	1900	DNA	586
Total	3617	Total	1179

D. Extent of Decrease in Absences Since First Time Period:*

Decrease in Absences	NYC Group		Comparative Group	
	N	Per Cent	N	Per Cent
4 days or less	639	44.0	236	53.0
5 - 9 days	367	25.2	113	25.3
2 weeks or more	445	30.6	96	21.5
Total	1451	99.8	445	99.8

N	1451	N	445
No record	2	No record	62
DNA	2164	DNA	672
Total	3617	Total	1179

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*Because some attendance records were for the semester and some for the year, the number of days absent reported for the semester were doubled so that they would be useful for comparative purposes.

The one important observation emerging from the data presented in Table 8.2 is this: Before their enrollment in NYC, proportionately more of the future enrollees were frequent (two weeks or more) absentees than were the students in the comparative group; during the period of enrollment proportionately more of the enrollees showed marked improvement (two weeks or more) in attendance than did the members of the comparative group. It is true that the enrollees had more room for improvement; but the fact is that they did improve during the period of their enrollment in NYC.

Counselors' Ratings of NYC Enrollees

We were able to secure counselors' ratings for 1,248 of the NYC enrollees.* Four questions were asked of the counselors. The first sought information about the enrollee's classroom performance prior to NYC enrollment. The next three asked the counselors whether or not they thought that NYC work had helped to change the enrollee's attitude toward classwork, his seriousness in meeting classwork responsibilities, and his interest or involvement in school activities or school life in general.

Table 8.3 shows how the counselors answered these questions. Part A of the table shows that the counselors felt that 42 per cent of the enrollees were not doing "the best they could" before enrollment in NYC. The other three parts of the table show that the counselors felt that more than half of the enrollees had improved in their general attitudes to classwork and school life in general since joining NYC, and that such improvement was at least partially due to NYC. Thus,

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*It was impossible to secure counselor ratings for all the enrollees. The Study Director agreed, at the special request of the Labor Department, to try and secure a number of ratings sufficient in size to test the worth of such ratings for an overall evaluative study like the present one.

TABLE 8.3

COUNSELORS' RESPONSES CONCERNING NYC ENROLLEES

A. Before he joined the Neighborhood Youth Corps, would you say that this student really did about the best he could as regards class work? (Q.1)

	N	Per Cent
Yes	559	44.7
No	523	41.9
I don't know	163	13.0
NA	3	0.2
Total	1248	99.8

B. In your opinion, has this student's enrollment in the Neighborhood Youth Corps changed (or helped to change) his attitude to class work? (Q. 2)

	N	Per Cent
Strong improvement	190	15.2
Some improvement	484	38.7
About the same	472	37.8
Somewhat less interested . . .	38	3.0
Definitely less interested . .	20	1.6
I don't know	38	3.0
NA	6	0.4
Total	1248	99.7

C. Whether or not he is more interested in class work since joining NYC, does this student take his class work responsibilities more seriously now? Or less seriously? (Q.3)

	N	Per Cent
Much more seriously	242	19.3
A little more seriously	482	38.6
No change	422	33.8
A little less seriously	51	4.0
Much less seriously	10	0.8
I don't know	35	2.8
NA	6	0.4
Total	1248	99.7

D. Aside from class work, has enrollment in NYC made any difference to this student's interest or involvement in school activities, or in school life in general? More or less interest or involvement? (Q.4)

	N	Per Cent
Much more	255	20.4
A little more	481	38.5
No change	414	33.1
A little less	37	2.9
Much less	9	0.7
I don't know.	44	3.5
NA	8	0.6
Total	1248	99.7

the counselors felt that 54 per cent showed "strong" or "some" improvement in their attitudes toward, or interest in classwork; 58 per cent were seen as taking their classwork responsibilities "much more" or "a little more" seriously; and 59 per cent were seen as showing "much more" or "a little more" interest or involvement in school activities since joining NYC. The counselors thought that almost none had deteriorated in their attitude toward classwork and school during the period of NYC enrollment.

Table 8.4 focuses on the 523 enrollees who were seen by the counselors as not living up to their classwork potential prior to NYC enrollment. For this group, slightly higher proportions than for the general group were seen as improving in all three areas (60.3, 61.3 and 61.1 per cent respectively). The indications are, then, that the counselors felt that, among the enrollees for whom there was real room for improvement, about three-fifths actually aid improve in their attitudes toward school.

This evaluation of the enrollees' attitudes is not reflected quite as strongly in their actual classroom performance, however. Table 8.5 correlates grade changes since the time of entry into NYC with the counselors' estimates of enrollee performance prior to NYC enrollment. Among those considered by the counselors to be doing "about the best they could" before joining NYC, one-third show improvement in their semester or yearly grades, one-third show no change, and one-third have lower grades. But the interesting statistic is in the second column of Table 8.5: among those whom the counselors felt were not living up to their potential before their entry into NYC, 43 per cent actually improved their school grades during the period of their NYC enrollment, while only 30 per cent

TABLE 8.4

ENROLLEE'S PERFORMANCE PRIOR TO NYC AND CHANGES AFTER NYC

(Counselor's Report of Enrollee's Not Fulfilling Classwork Potential
before NYC Enrollment and Changes After NYC Enrollment: Per Cent)

Objects of Change	Degree of Change						
	Much More	A Little More	No Change	Less	Don't Know	Total %	N
Interest in classwork	15.5	44.8	32.7	5.8	1.1	99.9	523
Seriousness in classwork responsibilities	18.7	42.4	30.7	6.4	1.5	99.7	523
Interest and involvement in activities	20.0	41.3	31.5	4.5	2.4	99.7	523

TABLE 8.5

CLASSWORK PERFORMANCE PRIOR TO NYC AND GRADE CHANGE SINCE NYC

(Counselor's Report of Enrollee's Performance Prior to NYC by Enrollee's Grade Change since NYC: Per Cent)

Changes in Grade	Before he joined NYC, would you say that this student really did about the best he could as regards classwork? (Q.1)		
	Yes	No	I don't know
No change	33.4	27.0	45.8
Grade is higher	34.1	42.9	24.8
Grade is lower	32.0	29.5	27.3
Student transferred	0.1	--	--
Student dropped out of school	0.1	0.3	1.2
Student dropped out of NYC	--	--	0.6
Total %	99.7	99.7	99.7
N	556	507	157

N	1220
NA	25
DNA	2372
Total	3617

fell back somewhat and 27 per cent stayed at the same level. The counselors may have been overly generous in estimating that some students were living up to full potential (because one-third of this group actually improved their grades), but the fact that close to half of those judged by the counselors as not living up to their potential before joining NYC is an indication, however slight, that NYC had a good effect on this group of enrollees. Any educator would be quite happy to see nearly half of his "problem students" improve their grades.

Job Classification of NYC Enrollees

Several different sections of this report have focused on NYC job types in order to determine whether or not they are differentially accociated with job satisfaction and other attitudes. Chapter III showed that white collar jobs are associated with a higher level of job satisfaction. Chapter IV indicated that proportionately more enrollees doing manual work feel that counseling has helped them. Chapter V showed that, while there is no observable relationship between job classification and rank on the Index of Practicalism, proportionately somewhat more of the academic and service aides are high on the Index of High School Adjustment.

Our present concern is with the enrollee's job classification as it relates to grades received prior to NYC enrollment, to change in grades and attendance after enrollment, and to the counselors' ratings of the enrollees.

The relationship between job classification and school grade prior to NYC enrollment is shown in Table 8.6. In general, proportionately more of the white

TABLE 8.6

JOB CLASSIFICATION AND MARK PRIOR TO NYC ENROLLMENT

(Enrollee's NYC Job Type by His Mark for Time Period before NYC Enrollment: Per Cent)

Mark before NYC	Present Job Classification							
	Acad. Aide H.S.	Library Aide	Acad. Aide Not H.S.	Office Aide	Hospital Aide	Service Aide	Un-sk. Manual Aide	Semi-sk. Manual Aide
A	6.6	6.5	2.1	6.7	4.4	2.5	2.2	2.8
B	29.7	27.5	23.3	28.3	14.1	22.5	17.8	18.3
C	39.8	45.9	42.3	42.2	40.2	47.5	45.1	35.2
D	19.8	17.0	24.5	18.8	38.0	22.9	28.7	35.2
F	3.9	2.9	7.6	3.7	2.9	4.5	6.0	8.4
Total %	99.8	99.8	99.8	99.7	99.6	99.9	99.8	99.9
N	434	305	236	743	134	240	1075	71

N	3238
NA	374
Refusal	5
Total	3617

collar jobs (academic aide, library aide and office aide) are filled by enrollees whose grades were high prior to their enrollment in NYC. Thus, 36 per cent of the enrollees working as high school academic aides, 34 per cent of those working as library aides, and 35 per cent of those working as office aides had grades of A or B prior to enrollment; but only 20 per cent of those working in unskilled manual jobs, and 21 per cent of those in semi-skilled manual positions had these high grades. On the other hand, only 24 per cent of the high school academic aides had grades of D or F prior to enrollment as did 20 per cent of the library aides and 22 per cent of the office aides; but for unskilled manual aides the proportion is 34.7 per cent and for semiskilled manual aides it is 43.6 per cent.

Table 8.7 examines the relationship between job classification and grade improvement or deterioration since NYC enrollment. In a nutshell: no strong relationship exists. The proportions of enrollees in white collar jobs who definitely improved their grades are all slightly over 30 per cent, while those in blue collar jobs hover just under 30 per cent. The lowest proportion is 27 per cent (unskilled manual aides) and the highest is 37 per cent (hospital aides). This state of affairs is compounded by the fact that proportionately more of the blue collar workers had greater room for improvement because proportionately more of them had lower grades than did the white collar workers (Table 8.6). The two groups who show the highest proportions of improved students -- academic aides not working in high school (35 per cent) and hospital aides (37 per cent) -- both had relatively low proportions of students with

TABLE 8.7

JOB CLASSIFICATION AND GRADE CHANGE

(Enrollee's NYC Job Type by His Grade Improvement

and Grade Deterioration: Per Cent)

Job Classification	N	Grade Improvement				Grade Deterioration			
		Slight	Considerable	Substantial	Total % Improvement	Slight	Considerable	Substantial	Total % Deterioration
Acad. Aide H.S.	433	11.7	14.7	5.5	31.9	6.6	9.0	5.2	20.8
Library Aide	303	12.5	11.5	6.7	30.7	6.9	8.9	2.8	16.6
Acad. Aide Not H.S.	226	9.2	18.1	7.4	34.7	9.7	8.8	5.0	23.5
Office Aide	738	9.8	13.9	7.6	31.3	7.8	11.9	5.6	25.3
Hospital Aide	130	9.2	20.0	7.6	36.8	11.5	7.6	6.0	25.1
Service Aide	235	10.6	10.6	7.1	28.3	10.2	14.8	5.4	30.4
Un-sk. Manual Aide	1052	11.8	11.2	4.0	27.0	9.1	10.3	4.3	23.7
Semi-sk. Manual Aide	74	12.1	12.1	5.4	29.6	8.1	9.4	5.3	22.8
			N	979			N	766	
			NA	421			NA	421	
			DNA	2212			DNA	2425	
			Refusal	5			Refusal	5	
			Total	3617			Total	3617	

superior marks (A or B) before entry into NYC.

Not even these small relationships appear when grade deterioration is considered. The overall proportions deteriorating hover around 23 per cent with only two exceptions: only 17 per cent of the library aides show definitely lower marks, while 30 per cent of the service aides do so.

In every case except that of service aides, however, proportionately more students improved their marks than slipped down in them.

Table 8.8 presents the relationships between job classification and school attendance. For high school academic aides and for library aides, there seems to be no relationship at all, because proportionately as many increase as decrease the number of days absent (approximately 41 per cent in all four cases). Two groups definitely deteriorate in attending school: the hospital aides and the academic aides not working in high school. Among the former 38 per cent improve their attendance records but 50 per cent have more absences; among the latter 40 per cent improve, but 47 per cent grow worse. The plausible explanation is that these are the only two job categories whose job sites are definitely not in their own schools. These students do not have to go to school to work.

The most striking improvement is made by the 70 enrollees who are classified as semiskilled manual aides: 51 per cent improved their attendance, while only 33 per cent registered more days absent. Improvement is also made in the unskilled manual aide category (47 *vs*. 39 per cent), in the service category (48 *vs*. 41 per cent), and in the office aide category (46 *vs*. 40 per cent). Doubtless, enrollment in NYC improves school attendance, except when the en-

TABLE 8.8

JOB CLASSIFICATION AND CHANGE IN ATTENDANCE

(Enrollee's NYC Job Type by His Attendance Improvement

and Attendance Deterioration: Per Cent)

Job Classification	N	Attendance Improvement				Attendance Deterioration			
		4 days or less	5-9 days	2 weeks or more	Total % Improvement	4 days or less	5-9 days	2 weeks or more	Total % Deterioration
Acad. Aide H.S.	416	18.7	11.7	11.6	42.0	19.4	10.5	11.2	41.1
Library Aide	288	12.8	13.1	14.9	40.8	16.2	12.8	12.2	41.2
Acad. Aide Not H.S.	214	14.9	11.6	13.4	39.9	15.8	11.1	19.9	46.8
Office Aide	710	19.3	12.3	14.7	46.3	16.0	10.7	12.9	39.6
Hospital Aide	117	20.4	6.8	10.9	38.1	17.9	14.4	17.8	50.1
Service Aide	228	21.0	13.1	13.9	48.0	18.3	8.7	13.7	40.7
Un-sk. Manual Aide	1018	22.5	10.1	13.9	46.5	19.0	7.8	12.2	39.0
Semi-sk. Manual Aide	70	22.8	15.6	12.6	51.0	14.2	5.6	12.8	32.6

N	1394	N	1250
NA	550	NA	551
DNA	1668	DNA	1811
Refusal	5	Refusal	5
Total	3617	Total	3617

rollee's work site is not in the school. Despite this finding, however, these were precisely the two job categories -- academic aides not working in high school and hospital aides -- in which the largest proportions of students improving their grades were found. To put it somewhat crudely, there seems to be a "no school-no work-no paycheck" principle operating; but "no school" (or a few more days absent) does not seem to be perfectly correlated with lower grades.

Table 8.9 presents a somewhat formidable array of percentages which relate the counselors' ratings to job classification. Three things stand out about this table: (1) in every case -- interest in classwork, seriousness in classwork responsibilities, and interest and involvement in school in general -- the counselors feel that proportionately more of the enrollees working as academic aides in high school, as library aides, or as office aides have shown great improvement than those working in all other jobs; (2) if the categories of "much" and "some" improvement are combined, proportionately as many hospital aides show improvement as do the students in the three categories just mentioned; (3) again, it is the blue collar categories especially that of the unskilled manual aide, which, in the counselors' views, have the smallest proportions of improvers.

Counselors are by no means infallible, but their ratings underline more dramatically everything we have discovered about job classification so far in this report -- namely, that NYC has its best effect on enrollees who are in the white collar (including hospital) categories. It helps service and manual aides also, but its effects are not nearly so clear. Unfortunately 41 per cent of all enrollees are in the "service" and "unskilled manual" categories (cf. Table A.6, p.102 in Part I of this Report).

TABLE 8.9

JOB CLASSIFICATION AND COUNSELORS' RATINGS OF NYC ENROLLEES

(Enrollee's NYC Job Type by Counselor's Report of Change during
Second Time Period: Per Cent)

Counselors' Report of Change	Present Job Classification							
	Acad. Aide H.S. (252)	Library Aide (104)	Acad. Aide Not H.S. (83)	Office Aide (259)	Hospital Aide (51)	Service Aide (77)	Un-sk. Manual Aide (340)	Semi-sk. Manual Aide (25)
Interest in classwork								
Much more	19.9	18.2	15.6	16.5	7.8	11.6	12.3	12.0
A little more	40.2	40.3	33.7	39.2	58.8	33.7	36.1	52.0
No change	34.6	37.5	45.7	36.5	29.4	46.7	38.5	32.0
Less	3.0	1.8	3.6	4.6	1.9	5.1	7.5	4.0
Don't know	1.9	1.9	1.2	3.0	1.9	2.5	5.2	0.0
Total %	99.8	99.7	99.8	99.8	99.8	99.6	99.6	100.0
Seriousness in classwork responsibilities								
Much more	26.9	26.9	14.4	23.5	11.7	16.8	13.5	12.0
A little more	39.2	36.5	45.7	37.4	58.8	35.0	36.4	44.0
No change	29.3	29.8	33.7	30.5	23.5	38.9	40.2	36.0
Less	2.7	5.7	6.0	3.8	1.9	5.1	6.1	8.0
Don't know	1.5	0.9	0.0	4.6	3.9	3.8	3.5	0.0
Total %	99.6	99.8	99.8	99.8	99.6	99.6	99.7	100.0
Interest and Involvement in activities								
Much more	23.8	26.9	23.1	28.5	9.8	18.1	12.0	16.0
A little more	46.0	31.7	43.9	35.5	58.8	41.5	33.8	44.0
No change	24.6	33.6	29.2	30.5	23.5	33.7	43.8	32.0
Less	2.6	3.8	1.2	1.0	3.9	3.8	6.1	8.0
Don't know	2.7	3.8	2.4	4.2	3.9	2.5	4.1	0.0
Total %	99.7	99.8	99.8	99.7	99.9	99.6	99.8	100.0

Job Satisfaction of NYC Enrollees

As indicated in Chapter III, the concept of job satisfaction includes wage or salary satisfaction, satisfaction with the work itself, and satisfaction with the "boss." When we correlate rank the Index of Job Satisfaction with the data on school grades and attendance, we find that job satisfaction is only slightly related to each.

Does job satisfaction have any discernable effect on grade improvement or deterioration? Table 8.10 shows that there is a slight relation between job satisfaction and whether the enrollees' school grades went up or down. Of those who are lowest on the Index, 36 per cent went up in their grades and 36 per cent went down. On the other hand, of those highest on the Index, 45 per cent went up and only 26 per cent went down.

The same slight relationship exists between rank on the Index of Job Satisfaction and mark before NYC enrollment. Approximately one-half of the students whose average grade was B or C before NYC enrollment ranked low on the Index (i.e., were in the two lower categories); but only 40 per cent of those who received A's were low on the Index, and 60 per cent of those who received D's and F's were low.

If we look at the data from the opposite direction, and ask what proportion of enrollees whose marks went down are low on the Index of Job Satisfaction, the answer is 57 per cent. (But 53 per cent of the whole population scored low on the Index, so the difference is tiny: only 4 per cent.)

The extent of deterioration (or improvement) in marks is totally unre-

TABLE 8.10

JOB SATISFACTION AND GRADE CHANGE SINCE NYC ENROLLMENT

(Enrollee's Rank on the Index of Job Satisfaction by His Type of Grade Change during Second Time Period: Per Cent)

Type of Grade Change	Rank on the Index of Job Satisfaction			
	Zero 0	Low 1	Med. 2	High 3
No Change	26.3	29.3	28.1	26.7
Grade is higher	36.1	36.2	40.4	45.8
Grade is lower	36.7	33.8	30.9	26.7
Student Transferred	0.1	--	--	--
Student Dropped out of School	0.1	0.1	0.2	0.7
Student Dropped out of NYC	0.4	0.3	--	--
Total %	99.7	99.8	99.6	99.9
N	688	1044	1089	423

N	3244
Index NA	134
Other NA	239
Total	3617

lated to job satisfaction. Whether the change in average mark is "slight," considerable," or "substantial," equal proportions of each group score low (and high) on the Index of Job Satisfaction.

As with grades, job satisfaction does not have much effect on absences. There is almost no relation between job satisfaction and days absent before NYC enrollment: approximately 35 per cent of those in the two highest levels of job satisfaction and 45 per cent of those in the two lowest levels are absent more since NYC enrollment. Again, but from the other point of view, 59 per cent of those whose absences increased after NYC enrollment were on the two lowest levels on the Index of Job Satisfaction.

As regards the extent of increases in absences, Table 8.11 shows that 54 per cent of those who increased their absences by four days or less are low on the Index -- almost exactly the proportion of all enrollees low on the Index -- but 64 per cent of those absent two weeks or more are low on the Index. Thus, there is a relationship between marked increase in absences and job dissatisfaction.

It is evident that job satisfaction does not have an across-the-board relationship to improved grades and decreased absences. But it is a factor which does influence some enrolles' grades and absences, for proportionately more of those high on the Index increase their grades than lower them; and those who have substantially increased their absences are disproportionately represented in the low categories of the Index. Job satisfaction will not work wonders, but it helps.

High School Adjustment and Practicalism

Grades and attendance are highly related to a respondent's adjustment

TABLE 8.11

ATTENDANCE DETERIORATION AND JOB SATISFACTION

(Extent of Increase in Absences during Second Time Period
by Rank on the Index of Job Satisfaction: Per Cent)

Rank on the Index of Job Satisfaction	Increase in Absences		
	4 days or less	5-9 days	2 weeks or more
Low (0, 1)	54.8	58.2	64.2
High (2, 3).	45.1	41.7	35.7
Total %	99.9	99.9	99.9
N	551	304	414

N	1269
Index NA	134
Other NA	376
DNA	1838
Total	3617

to high school. Students who received A's and B's for the first time period were strongly overrepresented in the high categories of The Index of High School Adjustment for both NYC and comparative groups. (See Table 8.12.) Of those who received A's, 85 per cent of the enrollees (88 per cent in the comparative group) were high on the Index; of those who received B's, 62 per cent (70 per cent in the comparative group) were high on the Index. But only 41 per cent of those who received D's (39 per cent in the comparative group) and 39 per cent of those who received failing grades (36 per cent in the comparative group) were high on the Index. (One of the items built into the Index is the feeling on the part of the student that he is doing "better than most others"; part of the correlation between high grades and adjustment is explained by the fact that the student's feelings were accurate.)

Change in grades for the second time period is unrelated to high school adjustment. Of those low on the Index, 36 per cent (39 per cent in the comparative group) improved their grades, and 42 per cent of those high on the Index (38 per cent in the comparative group) improved. Of those low on the Index, 36 per cent (27 per cent in the comparative group) had their grades decrease, and 30 per cent of those high on the Index (31 per cent in the comparative group) went down. Thus, in both the NYC and comparative groups, whether a person is low or high on the Index has no effect on grade improvement or deterioration.

The number of days absent during the first time period and improvement in attendance for the second time period appear unrelated to high school adjustment -- at least as measured by our Index. However, some interesting

TABLE 8.12

MARK FOR FIRST TIME PERIOD AND HIGH SCHOOL ADJUSTMENT

(Respondent's Mark for First Time Period by His Rank on the Index of High School Adjustment: Per Cent)*

Rank on the Index of High School Adjustment	Mark for First Time Period									
	NYC Group					Comparative Group				
	A	B	C	D	F	A	B	C	D	F
Low (0, 1)	14.8	37.2	48.1	59.5	61.4	11.3	29.6	49.0	61.4	64.4
High (2, 3, 4)	84.9	62.5	51.6	40.3	38.2	88.3	70.2	50.8	38.4	35.3
Total %	99.7	99.7	99.7	99.8	99.6	99.6	99.8	99.8	99.8	99.7
N	141	737	1313	727	143	61	256	481	239	31

N	3061	N	1068
Index NA	382	Index NA	90
Other NA	174	Other NA	21
Total	3617	Total	1179

---

*Marks for NYC members are taken from the last semester prior to their NYC enrollment. Marks for the comparative group members are taken from the semester ending June, 1966.

figures regarding attendance deterioration do appear. Table 8.2B showed that the attendance of 37 per cent of the NYC group (45 per cent of the comparative group) became worse over time. Table 8.13 deals only with those students whose absences increased over time. Examination of this table reveals: first, that for both enrollees and comparative group members only substantial increases in absences (two weeks or more) are related to high school adjustment. There is a sharper increase for the comparative group than for the NYC group from the smaller absence categories to the substantial. The probability is that NYC is holding down large increases in enrollees' absences. This is not unexpected because those whose jobs are related to high school are more apt to go to school in order to insure their pay and continued employment.

Attendance deterioration again shows itself as a noteworthy factor in relation to the Index of Practicalism. (Grades, grade improvement and deterioration, attendance and attendance improvement show no relationship to "practicalism" as measured on our Index of Practicalism.) Table 8.14 shows that greater or less increase in the number of days absent is unrelated to practicalism among the members of the comparative group, because nearly equal proportions of each of the three groups of absentees are low on the Index. However, among the NYC enrollees, 60 per cent of those who increased their absences substantially (two weeks or more) are low on the Index, while just under half of the other two groups of NYC absentees are low on the Index.

While this difference between the two groups is not terribly large, it probably results from the fact that absence from school for almost all en-

TABLE 8.13

ATTENDANCE DETERIORATION AND HIGH SCHOOL ADJUSTMENT

(Extent of Increase in Absences during Second Time Period
by Rank on the Index of High School Adjustment: Per Cent)

Rank on the Index of High School Adjustment	Increase in Absences					
	NYC Group			Comparative Group		
	4 days or less	5–9 days	2 weeks or more	4 days or less	5–9 days	2 weeks or more
Low (0, 1)	46.7	51.2	57.3	41.6	45.2	59.1
High (2, 3, 4)	53.2	48.7	42.6	58.3	54.7	40.8
Total %	99.9	99.9	99.9	99.9	99.9	99.9
N	518	289	392	233	115	147
		N	1199		N	495
		Index NA	382		Index NA	90
		Other NA	341		Other NA	58
		DNA	1695		DNA	536
		Total	3617		Total	1179

TABLE 8.14

ATTENDANCE DETERIORATION AND PRACTICALISM

(Extent of Increase in Absences during Second Time Period by

Rank on the Index of Practicalism: Per Cent)

Rank on the Index of Practicalism	Increase in Absences					
	NYC Group			Comparative Group		
	4 days or less	5-9 days	2 weeks or more	4 days or less	5-9 days	2 weeks or more
Low (0, 1)	48.2	49.6	59.6	51.3	55.8	55.8
High (2, 3)	51.7	50.3	40.3	48.6	44.1	44.1
Total %	99.9	99.9	99.9	99.9	99.9	99.9
N	524	290	401	226	111	145

N	1215	N	482
Index NA	300	Index NA	93
Other NA	360	Other NA	57
DNA	1742	DNA	547
Total	3617	Total	1179

rollees also means absence from their NYC jobs -- and thus less income. Those who are low on the Index of Practicalism are more likely to be willing to take such a loss because their low rank means that they are less realistically concerned about their future. They are somewhat less likely to "defer gratification" -- meaning, in this context, that going to school and working on their NYC jobs is less important to them than it is to the others. Enrollees who are both frequently absent and low on the Index of Practicalism are thus among those least likely to achieve NYC program goals. While counseling might help this group, we could find no relationship between either the incidence or perceived benefit from counseling and improvement or deterioration in school grades or school attendance.

Conclusion

Has enrollment in NYC had any discernable effect on the marks and absences of the enrollees? Theoretically, this question is impossible to answer because no one could ever discover what the enrollees would have done if they had not joined NYC. Practically, however, we can test their performance against that of the comparative group, and, of course, have just done so in this chapter.

Before we sum up the differences between the two groups, one more word of caution must be spoken. One could argue quite plausibly that, even if no differences appeared between the two groups, this very finding of "no difference" would augur well for NYC. For it would mean that poverty-line youngsters in NYC were doing just as well as the other students, most of whom are above the poverty line. (This, of course, is a comforting thought because in fact the

NYC enrollees did not do worse than the comparative group members.)

Leaving aside theory and caution, we can point to the following pieces of data as evidence that NYC has indeed made a difference. First, while equal proportions of the two groups improved their grades over the same time period, proportionately slightly more of the improving enrollees made "substantial" improvement than did the improvers in the comparative group (21 vs. 16 per cent, Table 8.1C).

Second, NYC enrollment did affect school attendance: 33 per cent of the comparative group were absent two weeks or more during the first time period, but 42 per cent of the future enrollees were absent that much in the period immediately preceding enrollment (Table 8.2A); but 45 per cent of the comparative group had more absences for the second time period as compared to only 38 per cent of the enrollees; and 41 per cent of the latter improved during their enrollment as compared to only 37 per cent of the former (Table 8.2B); finally, among those who decreased their absences, 31 per cent of the enrollees, but only 22 per cent of the others, decreased them by two weeks or more.

Third, NYC membership, in combination with high rank on the indices of High School Adjustment and Practicalism, appears to have a "braking effect" among students who increased their absences (Tables 8.13 and 8.14).

Lastly, and for this observation there cannot be any comparable data from the comparative group, the high school counselors think that NYC membership has helped the majority of the NYC members. And very specifically, among the enrollees who had definite room for improvement in the opinion of their counselors, 43 per cent actually improved their marks.

Are there any factors inherent in the NYC program that explain this improvement? Job classification has little or nothing to do with actual improvement in marks (although the counselors feel that those in white collar jobs show more general improvement than those in blue collar jobs [Table 8.9]). NYC enrollment definitely improves school attendance; it does so by having the work site at the school, because those whose attendance decreased worked at sites outside of school (Table 8.8). And job satisfaction is a pervasive but undramatic influence: the more highly satisfied enrollee is less likely to increase his absences and more likely to improve his grades.

Dramatic changes in "hard" behavioral data for thousands of impoverished youngsters over a short period of time would be astonishing, if not miraculous. NYC has produced some changes for the better, undramatic as they are. To expect more would be to expect miracles.

CHAPTER IX

CONCLUSION

This report started optimistically: the enrollees were found to be very much aware of the purpose of the NYC In-School Program, to experience warm personal and social support as they entered the Program, and to put the money that they earned in the Program to very good use (Chapter II).

A quick summary of the principal findings of this report can be found at the end of each chapter. None of these findings can be repeated so tersely as the findings of Chapter II, so no attempt will be made to do so here. Instead, we shall sum up the main themes of this report -- all of which contribute to a guarded optimism for what NYC can accomplish -- and point out how future research into NYC can validate or dash this basic optimism.

From a common sense point of view, as well as from a theoretical one, job satisfaction is central to the whole NYC program. Any program which relies on providing jobs as its central means for encouraging impoverished youth to stay in high school, to graduate from high school, and thus to take a more commanding place in the occupational structure of American society must demonstrate that these jobs do in fact produce their intended effect. Whether or not they in fact do so is still a moot point, for only the post-NYC experience of enrollees who have graduated from high school will tell that story. The follow-up on the enrollees who have been studied in this report will provide the story's final chapter.

Until those "ultimate" facts have been reported, however, the present study provides all but the final chapter. It does so by taking the concept of job satisfaction, operationalizing it, and relating it, first, to all the other factors which help youngsters to graduate from high school and, second, to other factors more or less under NYC control which can contribute to NYC job satisfaction. In this way, not only can we determine the factors which are related to job satisfactions, but, when the final facts are gathered, we will be in a position to determine those which are more or less relevant to eventual occupational success.

Certain factors are directly related to job satisfaction: the work itself, the wage accruing from the work, and the relationship maintained by the work supervisor with the enrollee. These factors we built into an Index of Job Satisfaction, and then set out to discover what other factors are associated with a high score on the Index. First and foremost among them are high status jobs, as well as the enrollee's perceived opportunity of rising to a job of higher status than the one he presently holds. Thus, while it is good for an enrollee to have any job at all -- rather than none -- a job "with a future" is a major determinant of job satisfaction.

Dissatisfaction with lower status jobs is lessened by an essentually unfortunate situation: general deprivation. Thus, if an enrollee is from a deprived rural area, or if just having any source of income marks him as better off than his acquaintances, a lower status job will not necessarily place him in a low rank on the Index of Job Satisfaction.

Successful counseling -- which we are forced to define as counseling from which the enrollee thinks he has benefited -- also helps to increase job satisfaction, especially among the holders of lower status jobs.

Finally, meaningful contact with adults, especially with teachers and counselors, contributes to the enrollees' job satisfaction.

All of the above-mentioned factors are relatively controllable by NYC. If -- as is usually the case -- only a relatively small number of higher status jobs are available, the hope of upward mobility can be built into an NYC program. And obviously those programs are to be preferred which propose higher proportions of high status jobs, unless the program is in a rural or less densely urban area. Counseling is decidedly a good NYC investment, as are programs that bring enrollees into contact with as many adults as possible.

High school adjustment and job satisfaction are related to each other in the sense that each doubtless increases the other. It is impossible to get a reading of the one independently of the other. Consequently, whatever influences either for the better is likely to do the same for the other. Among the factors which are associated with a higher rank on the Index of High School Adjustment is "successful" counseling, just as it is associated with the tendency for the enrollees to believe that they are attaining their desired high school objectives. Unfortunately, only two-thirds of the enrollees report that they have received any individual counseling at all -- the same proportion within the comparative group reporting that they have had at least one individual interview with a high school counselor.

One extraordinary comparison between the enrollees and the comparative group emerges relative to their high school experience. Proportionately many more of the poverty-line youth in the comparative group are in the lower high school years -- an indication either that they drop out of school as they grow older and are able to do so or that they suddenly go over the poverty line. The latter alternative seems less plausible.

When we looked for a short-run effect of NYC definitely affecting the measurable behavior of the enrollees, results were not so clear-cut. Changes in their marks and attendance did not differ markedly from changes in the same areas for the comparative group. But there were some differences, as the conclusion to Chapter VIII points out. And jobs with work sites at the school definitely tend to decrease absences from school for those working in the lower status jobs.

High school adjustment is the factor most strongly associated with "high hopes" for upward mobility. This is not so surprising, since high school graduation and greater success in high school are at least the remote means to upward mobility in American society. Factors contributing to high school adjustment which can be influenced by NYC, especially job satisfaction, are thus indirect contributors to upward mobility.

Self-respect and basic attitudes to society and work influence -- and are influenced by -- high school adjustment and job satisfaction. The latter seems definitely to reduce distrust of society in general, while high school adjustment seems to have a positive influence on a student's attitude toward work. (If a student can do well in school he probably feels that he will do well in what school is preparing him for.) Both job satisfaction and high school adjustment are associated with self-respect -- almost certainly increasing it and being increased by it.

All the indications, then, point to the conclusion that NYC is improving the lot of nation's impoverished youth as they go through high school. And the youngsters themselves think so, as do their counselors. The factors contributing to job satisfaction come through clearly. The eventual proof of the pudding will come as they graduate -- or do not -- and their subsequent employability.

APPENDIX E

FURTHER
TABLES

~~SCALE~~

~~CONSTRUCTION~~

TABLE E.1

AGE AND HIGH SCHOOL ADJUSTMENT

(Respondent's Age by His Rank on the Index of High School Adjustment: Per Cent)

Rank on the Index of High School Adjustment	Age											
	NYC Group						Comparative Group					
	16	17	18	19	20	21	16	17	18	19	20	21
Zero (0)	19.1	17.6	17.3	16.7	13.0	20.0	16.0	17.2	23.2	28.2	50.0	0.0
Low (1)	31.4	29.0	27.9	28.4	34.7	0.0	30.0	23.3	27.5	30.4	50.0	0.0
Low-Med. (2)	27.6	26.3	27.3	28.4	34.7	60.0	26.8	26.9	25.9	15.2	0.0	0.0
Med.-High (3)	16.1	18.2	19.6	24.0	13.0	20.0	17.9	22.2	18.5	19.5	0.0	0.0
High (4)	5.6	8.7	7.5	2.1	4.3	0.0	9.0	10.2	4.7	6.5	0.0	0.0
Total %	99.8	99.8	99.6	99.6	99.7	100.0	99.7	99.8	99.8	99.8	100.0	0.0
N	1052	1291	661	137	23	5	462	360	189	46	2	0

N	3169	N	1059
Index NA	382	Index NA	90
Other NA	65	Other NA	29
Refusal	1	Refusal	1
Total	3617	Total	1179

TABLE E.2

SEX AND HIGH SCHOOL ADJUSTMENT

(Respondent's Sex by His Rank on the Index of High School Adjustment: Per Cent)

Rank on the Index of High School Adjustment	Sex			
	NYC Group		Comparative Group	
	Male	Female	Male	Female
Zero (0)	19.3	17.1	19.3	17.2
Low (1)	31.0	28.4	27.3	27.3
Low-Med. (2)	26.7	27.7	24.7	27.3
Med.-High (3)	16.7	18.8	21.1	18.9
High (4)	6.0	7.8	7.4	9.1
Total %	99.7	99.8	99.8	99.8
N	1310	1921	497	592

	NYC Group		Comparative Group
N	3231	N	1089
Index NA	382	Index NA	90
Other NA	3	Other NA	0
Refusal	1	Refusal	0
Total	3617	Total	1179

TABLE E.3

GRADE IN SCHOOL AND HIGH SCHOOL ADJUSTMENT

(Respondent's Grade in School by His Rank on the Index of High School Adjustment: Per Cent)

Rank on the Index of High School Adjustment	Grade in School									
	NYC Group					Comparative Group				
	Fresh-man	Sopho-more	Junior	Senior	Other	Fresh-man	Sopho-more	Junior	Senior	Other
Zero (0)	21.4	21.6	19.7	14.3	30.0	10.3	19.1	17.4	18.3	0.0
Low (1)	25.5	33.5	30.7	26.5	46.6	31.0	33.3	27.2	23.7	0.0
Low-Med. (2)	28.8	27.5	27.0	27.6	20.0	17.2	23.5	29.6	24.7	0.0
Med.-High(3)	21.4	12.3	16.8	21.3	3.3	27.5	18.2	16.9	23.7	0.0
High (4)	2.6	4.9	5.6	10.0	0.0	13.7	5.7	8.6	9.3	0.0
Total %	99.7	99.8	99.8	99.7	99.9	99.7	99.8	99.7	99.7	0.0
N	149	527	1227	1290	30	29	225	418	408	0

N	3223	N	1080
Index NA	382	Index NA	90
Other NA	12	Other NA	9
Refusal	0	Refusal	0
Total	3617	Total	1179

TABLE E.4

HIGH SCHOOL ADJUSTMENT AND FAMILY FACTORS

(Respondent's Rank on the Index of High School Adjustment by Selected Family Factors: Per Cent)

Family Factors	Group	Index of High School Adjustment				
		Zero 0	Low 1	Low-Med. 2	Med.-High 3	High 4
Living with both parents	NYC	49.8	46.5	50.9	45.7	46.6
		(564)*	(923)	(868)	(573)	(223)
	Comparative	57.0	58.1	61.0	61.3	63.6
		(191)	(296)	(280)	(215)	(88)
Father is main wage earner	NYC	50.4	50.5	54.5	54.5	53.4
		(537)	(881)	(842)	(559)	(215)
	Comparative	63.7	61.9	68.1	70.0	64.4
		(185)	(292)	(273)	(210)	(90)
Mother is main wage earner	NYC	26.6	26.3	24.5	27.0	26.5
		(537)	(881)	(842)	(559)	(215)
	Comparative	17.8	19.5	19.7	17.6	24.4
		(185)	(292)	(273)	(210)	(90)

*The table is to be read as follows: 49.8 per cent of the 564 enrollees who scored lowest on the Index said that they are living with both parents.

TABLE E.5

AGE AND PRACTICALISM

(Respondent's Age by His Rank on the Index of Practicalism: Per Cent)

Rank on the Index of Practicalism	Age											
	NYC Group						Comparative Group					
	16	17	18	19	20	21	16	17	18	19	20	21
Zero (0)	13.4	12.9	13.8	13.1	11.5	40.0	9.1	14.4	21.5	21.2	0.0	0.0
Low (1)	35.7	38.6	35.8	28.2	30.7	20.0	37.3	37.6	37.3	38.2	33.3	0.0
Med. (2)	31.0	31.3	32.8	34.4	34.6	40.0	30.8	31.6	29.4	23.4	33.3	0.0
High (3)	19.7	17.0	17.3	24.1	23.0	0.0	22.5	16.3	11.5	17.0	33.3	0.0
Total %	99.8	99.8	99.7	99.8	99.8	100.00	99.7	99.9	99.7	99.8	99.9	0.0
N	1076	1336	663	145	26	5	447	367	190	47	3	0

N	3251	N	1054
Index NA	300	Index NA	93
Other NA	65	Other NA	31
Refusal	1	Refusal	1
Total	3617	Total	1179

TABLE E.6

GRADE IN SCHOOL AND PRACTICALISM

(Respondent's Grade in School by His Rank on the Index of Practicalism: Per Cent)

Rank on The Index of Practicalism	Grade in School								
	NYC Group					Comparative Group			
	Fresh-man	Sopho-more	Junior	Senior	Other	Fresh-man	Sopho-more	Junior	Senior
Zero (0)	17.3	14.2	13.2	12.4	14.7	10.7	10.1	12.1	17.7
Low (1)	23.0	35.0	39.5	36.7	11.7	25.0	36.2	35.7	40.6
Med. (2)	42.9	30.7	29.8	32.2	41.1	35.7	30.0	31.1	30.1
High (3)	16.6	20.0	17.4	18.4	32.3	28.5	23.4	20.9	11.4
Total %	99.8	99.9	99.9	99.7	99.8	99.9	99.7	99.8	99.8
N	156	534	1241	1329	34	28	226	411	418

N	3294	N	1083
Index NA	300	Index NA	93
Other NA	22	Other NA	3
Refusal	1	Refusal	0
Total	3617	Total	1179

TABLE E.7

SEX AND PRACTICALISM

(Respondent's Sex by His Rank on the Index of Practicalism: Per Cent)

Rank on The Index of Practicalism	Sex			
	NYC Group		Comparative Group	
	Male	Female	Male	Female
Zero (0)	13.9	13.0	14.6	13.1
Low (1)	33.4	38.6	38.2	37.1
Med. (2)	33.1	30.7	30.7	30.4
High (3)	19.4	17.4	16.2	19.3
Total %	99.8	99.7	99.7	99.9
N	1319	1995	491	595

N	3314	N	1086
Index NA	300	Index NA	93
Other NA	3	Other NA	0
Refusal	0	Refusal	0
Total	3617	Total	1179

TABLE E.8

PRACTICALISM AND FAMILY FACTORS

(Respondent's Rank on the Index of Practicalism

by Selected Family Factors: Per Cent)

Family Factors	Group	Index of Practicalism			
		Zero 0	Low 1	Med. 2	High 3
Living with both parents	NYC	45.6	47.7	50.6	45.1
		(427)*	(1178)	(1025)	(594)
	Comparative	56.0	60.6	61.2	61.0
		(150)	(402)	(325)	(190)
Father is main wage earner	NYC	49.5	52.5	53.7	52.7
		(408)	(1127)	(993)	(574)
	Comparative	68.2	64.0	66.8	68.6
		(145)	(392)	(323)	(185)
Mother is main wage earner	NYC	28.1	26.0	26.4	23.6
		(408)	(1127)	(993)	(574)
	Comparative	14.4	20.6	21.0	17.2
		(145)	(392)	(323)	(185)

*The table is to be read as follows: 45.6 per cent of the 427 enrollees who scored lowest on the Index said that they are living with both parents.

APPENDIX F

SCALE
CONSTRUCTION

SCALE

CONSTRUCTION

The Alienation Scale

The three scales used in Chapter VII were constructed according to the Guttman technique. The logic of the technique is this: a positive response to a stronger scale item -- i.e. one implying that the responder feels strongly about the variable the scale is intended to measure -- logically demands a positive response to any weaker items. Thus, anyone agreeing with the last scale item should logically have given a positive response to the other scale items. Anyone agreeing with the third scale item should logically have responded positively to the second and first items; and anyone agreeing with the second scale item should logically have given a positive response to the first item.

"Errors" occur when a respondent does not respond according to the logic of the scale, but gives a non-scale response to a weaker item while at the same time giving a scale response to a stronger item. In a study in which the total number of cases is not large, or when the purpose of the study is to describe the whole population, these "errors" must be corrected, so that the respondent is ranked in his nearest "true" scale position. In this part of the present study, because our purpose is to isolate the relationships between variables, and not to describe the whole population in scale terms, we have simply dropped all cases which had any scale errors. The resulting distributions in scale ranks are presented below in Tables F.1, F.2, and F.3. The coefficients of reproducibility, calculated before the error cases were dropped were: .916 for the Alienation Scale, .896 for the Work Scale, and .896 for the Self-Respect Scale. The N's on which the tables presented in the text are based are given in these three tables. Because all error types and all "no answer" cases were dropped, the category of "Scale NA" disappears from the tables in the text.

The Alienation Scale was constructed from the responses given to the following items:

	Percentage giving indicated response:	
	NYC Sample	Comparative Group
1. If you don't watch yourself people will take advantage of you. (Q. 107) Strongly Agree/Agree	79.2	79.8
2. These days a person doesn't really know whom he can count on. (Q. 102) Strongly Agree/Agree	62.9	61.4
3. Some people say that most people can be trusted. Others say that you can't be too careful in your dealings with people. How do you feel about it? (Q. 10) You can't be too careful.	50.0	52.2

	NYC Sample	Comparative Group
4. No one is going to care much what happens to you when you get right down to it. (Q. 108). Strongly Agree/Agree	35.1	31.2

The Work Scale

The Work Scale was constructed from the responses given to the following items:

	Percentage giving indicated response:	
	NYC Sample	Comparative Group
1. Work is the only way to survive in this world. (Q. 87). Strongly Agree/Agree	78.2	77.7
2. So long as I earn enough to live decently, I don't care too much what kind of work I do. (Q. 90). Disagree/Strongly Disagree	60.3	65.8
3. Work is so interesting that people do it even if they don't need the money. (Q. 91). Strongly Agree/Agree	43.5	42.9
4. On most jobs you don't get ahead by working hard; you get ahead by knowing the right people. (Q. 94). Strongly Disagree	18.2	18.9

The Self-Respect Scale

The Self-Respect Scale was constructed from the responses given to the following items:

	Percentage giving indicated response:	
	NYC Sample	Comparative Group
1. I feel that I am a person of worth, at least on an equal plane with others. (Q. 104) Strongly Agree/Agree	78.3	81.3
2. On the whole, I am satisfied with myself. (Q. 97) Strongly Agree/Agree	65.2	59.6
3. I feel that I do not have much to be proud of. (Q. 100) Disagree/Strongly Disagree	55.6	62.3
4. At times I think I am no good at all. (Q. 106). Disagree/Strongly Disagree	45.5	45.9
5. I am able to do things as well as most other people. (Q. 101)	24.2	22.7

TABLE F.1

DISTRIBUTION OF THE NYC SAMPLE AND THE COMPARATIVE GROUP ON THE ALIENATION SCALE

Scale Score		NYC Sample		Comparative Group	
		N	Per Cent	N	Per Cent
Low	0	250	12.0	67	9.5
	1	278	13.4	122	17.4
	2	361	17.4	118	16.8
	3	635	30.5	272	31.5
High	4	554	26.6	174	24.8
	Total	2078	99.9	703	100.0

TABLE F.2

DISTRIBUTION OF THE NYC SAMPLE AND THE COMPARATIVE GROUP ON THE WORK SCALE

Scale Score		NYC Sample		Comparative Group	
		N	Per Cent	N	Per Cent
Low	0	134	6.3	31	4.3
	1	477	22.7	139	19.7
	2	743	35.4	280	39.7
	3	527	25.1	197	27.9
High	4	215	10.2	58	8.2
	Total	2096	99.7	705	99.8

TABLE F.3

DISTRIBUTION OF THE NYC SAMPLE AND THE COMPARATIVE GROUP ON THE SELF-RESPECT SCALE

Scale Score		NYC Sample		Comparative Group	
		N	Per Cent	N	Per Cent
Low	0	155	8.5	41	6.8
	1	218	12.0	81	13.5
	2	295	16.2	84	14.0
	3	339	18.7	122	20.4
	4	557	30.7	184	30.7
High	5	247	13.6	86	14.3
	Total	1811	99.7	598	99.7